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A Vision for the Future: Planning Change Together

Alberta Public Libraries

FUTURES

Conference Proceedings

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Proceedings

Alberta Public Libraries Futures Conference

October 19–21, 1990
Calgary, Alberta

A Vision for the Future: Planning Change Together

Alberta Culture and Multiculturalism
Library Services Branch
16214 – 114 Avenue
Edmonton, Alberta
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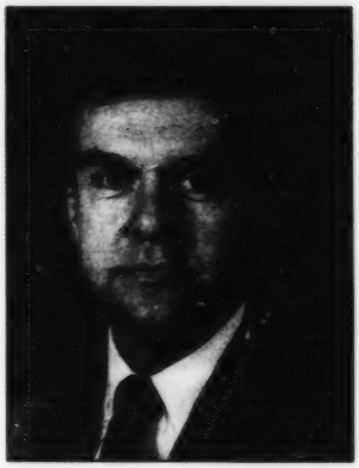
Message from the Minister



Two reasons made Alberta's Public Libraries Futures Conference in October 1990 a landmark event for the public library community in this province.

The first is that the conference planning committee represented all the organizations involved in public library service. The second is that the delegates were drawn from all those who have an interest in libraries: all types of libraries as well as publishers, writers, information specialists, politicians and library users.

The event has provided us with a set of challenges which all segments of the library community can now begin to address.

All of us must work together to examine the issues identified during the high-calibre discussions, above all, defining the future role of public libraries.

The responsibility for this action rests with individuals and organizations, not government — and it was a pleasure to see this reflected in the discussions. Nonetheless, government has a part to play and Alberta Culture and Multiculturalism will be fully involved in these discussions and any actions which may follow.

Honourable Doug Main
Minister of Culture & Multiculturalism

Message from the Alberta Library Board

> We stand at the dawn of a new era.
>
> Before us is the most important decade in the history of civilization, a period of stunning technological innovation, unprecedented economic opportunity, surprising political reform, and great cultural rebirth. It will be a decade like none that has come before because it will culminate in the millennium, the year 2000.
>
> [John Naisbitt & Patricia Aberdene: *Megatrends 2000*]

Naisbitt and Aberdene are echoing the thoughts many of us had going into the Futures Conference in Calgary last October. As participants, we raced forward to try to visualize how libraries would look in the year 2000. We all realize that significant changes face the library community during the next 10 years. Having looked to the future, having searched for what would remain of libraries given these changes, we left the conference realizing the many challenges that face us.

The future will depend heavily on information. We know that Orwell's *1984* or Huxley's *Brave New World* does not await us, but we also know that libraries must be as innovative as the sciences and technologies to survive the decade.

Change will be exponential, but with an enlightened and creative library community, ready to face the challenge of those changes, the year 2000 will see libraries enjoying new and expanded roles. The Futures Conference started us thinking of new roles; the next months and years must find us acting on plans to achieve these roles.

Percy Woods
Chairman, Alberta Library Board

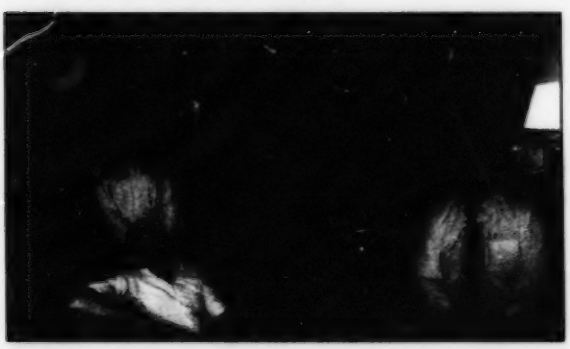
Message from the Conference Chairperson

From the beginning, the process of planning the Alberta Public Libraries Futures Conference was a highly participative one. Five stakeholder groups, all concerned with Alberta's public libraries, were involved; each was integral and committed to the planning process. The conference title, "A Vision for the Future: Planning Change Together," reflected this focus on participation by the entire public library community.

At the first exploratory planning meeting in November 1988, a strong feeling emerged that the time had come to plan a successor to the 1983 Libraries 2000 conference. Subsequently, the Alberta Library Board agreed to sponsor a futures conference to be held in 1990 and named board member Sue Dutton to chair the conference planning committee.

The Futures Conference Planning Committee first met in February 1989. As the committee evolved, the representatives were:

- Alberta Library Board, Sue Dutton
- Alberta Library Trustees' Association, Wilma Birchill
- Library Association of Alberta, Jeannette Fish
- Alberta Public Libraries Directors' Council, John Dutton
- Alberta Culture & Multiculturalism, Library Services Branch, Joe Forsyth



Standing: Sue Dutton, Jeannette Fish, Ron Robertson, Wilma Birchill, Marion Saffran. Seated: Joe Forsyth, John Dutton, Ruben Nelson.

- Futurist, Ruben Nelson
- Conference Coordinator, Marion Saffran

The committee agreed to design a conference to achieve two essential missions. These were:

1. to re-energize Alberta's public library community by examining the core concepts of providing public library services, and
2. to examine the purpose or role of public libraries in the future by focusing on how present and future societal realities will influence the applicability of past roles of public libraries.

In a nutshell, then, this working conference would enable the 200 invited participants to come to grips both with what is vital and essential about public libraries in the context of society's new realities and further, to emerge owning a new sense of reality and purpose. No small task this, and it was one which would absorb the committee for the next 20 months.

Two major committee tasks were the planning of the program and the coordination of the invitations to conference delegates. The program was planned to combine informational input about significant societal and library issues with small group discussions focusing on these issues. To obtain a balanced delegate body, each inviting organization (ALB, ALTA, LAA and APLDC) was asked to forward a list of confirmed delegates to the planning committee which then issued the invitations.

One important aspect that emerged was the planning committee's concern about how the "New Agenda," determined by the relatively small number of participants at the conference, could be communicated to and discussed with the broader community of those involved with Alberta's public libraries. This concern led to discussions with the representatives planning the 1991 Alberta Library Conference. They met this challenge by choosing a conference theme of "Planning Change Together" and planning sessions to address this theme, thus encouraging further input to the discussions which began at the Futures Conference.

And so the process continues of planning together, participating in discussions and activities which will allow Alberta's public libraries to meet the challenges of future decades. The conference was closed with a quote by Charles Kettering. His words neatly speak to how crucial it is that all who care about the fate of our public libraries speak up — and act:

> Nothing built ever rose to touch the sky, unless someone dreamed that it should, someone believed that it could, and someone willed that it must.

The Alberta Public Libraries Futures Conference — through the participatory planning process and the enthusiasm with which the delegates met, discussed and responded with a New Agenda — clearly has issued a challenge to each individual in the library community to be a "someone." The Conference was a big step — but still only one step — toward guiding Alberta's public libraries with energy and realism to meet whatever the future may bring.

Sue Dutton

Conference Format

The Alberta Library Board, sponsor of the conference, and the other library groups represented on the planning committee each nominated 40 delegates to attend the conference. In addition, the Planning Committee invited 40 delegates, for a maximum of 200 possible delegates.

The Planning Committee enjoyed the luxury of knowing well in advance of the conference date the number and identity of the confirmed delegates and could, therefore, plan a tightly scripted program utilizing the abilities of many of the intended delegates.

Determining that small-group sessions were most effective when the maximum number of persons per group did not exceed twelve, fifteen small groups were created. (The 173 delegates who attended the conference are listed in Appendix A.)

Registered delegates were selected to act as group facilitators. Facilitators were made aware of the goals and objectives of the conference and were instructed in the intended development of each session at a day-long training session held in Calgary prior to the conference. To ensure that the discussion in each group unfold in a like manner and that similar concerns be addressed by each group, a development strategy was determined by the facilitators.

Each element of the conference program built upon those which preceded it. After key program presentations, delegates dispersed to group sessions to discuss what they had seen and heard thus far.

Delegates were also enlisted to participate in the Moot Court, the Wake (After the Fall) and the Panel on Governance. Because of the unscripted nature of these presentations, no formal papers were forthcoming to document what was said.

Program

Alberta Public Libraries Futures Conference

A Vision for the Future: Planning Change Together

Friday, October 19, 1990

4:00 – 7:00 p.m.	Registration
8:00 p.m.	Keynote Address: Jeffrey Simpson
9:30 p.m.	Reception

Saturday, October 20, 1990

8:30 a.m.	Opening Remarks
8:45 a.m.	Minister's Address
9:00 a.m.	Video Presentation
9:15 a.m.	Library Services on Trial
10:30 a.m.	Group Sessions
12:15 p.m.	Lunch Break
1:45 p.m.	After the Fall
2:45 p.m.	Governance and Structures
3:45 – 5:45 p.m.	Group Sessions
7:15 p.m.	Banquet: Ruben Nelson, Guest Speaker

Sunday, October 21, 1990

8:30 a.m.	The New Agenda
9:15 a.m.	Moving on the Issues: Group Sessions
11:00 a.m.	Nutrition Break — Conversation Time
11:30 p.m.	Offerings
12:15 p.m.	Closing Comments

Keynote Address

The conference began on Friday evening, October 19, with the delivery of the keynote address by Jeffrey Simpson, National Affairs columnist for *The Globe and Mail*.

A graduate from Queen's University and the London School of Economics, Mr. Simpson joined *The Globe and Mail* in 1973. In addition to his duties there, he is a weekly contributor to CBC-TV's *Sunday Report*. He has written articles for a number of publications including *Saturday Night*, *The New York Times*, and *Report on Business Magazine*. He is also the author of four books: *Discipline and Power*, 1981, winner of the Governor-General's award for nonfiction; *A Canadian's Guide to England*, 1985; *Spoils of Power: Political Patronage in Canada*, 1988; *Canada's Heritage in Scotland*, 1989.

Mr. Simpson received the 1989 National Newspaper Award for column writing and has held two Fellowships and a Distinguished Visitorship at Canadian universities.

A transcript of Jeffrey Simpson's address in its entirety can be found in Appendix B.

Jeffrey Simpson

The Announcement

The plenary session of the conference began Saturday, October 20, with a short address by Hon. Doug Main, Minister of Culture and Multiculturalism, and the viewing of *FUTURES*, the video presentation which had been commissioned by the conference to present a collage of libraries of the past, the present and a possible future. Before the lights came on in the conference room at the end of the video presentation, the following announcement was heard over the public address system:

> Despite intense discussion by the library communities, a vision for libraries in the future has not been found. Therefore, in accordance with government policy of privatization of services wherever possible, all government funding for public libraries in the province of Alberta will be withdrawn at midnight, Sunday, October 21, 1990.

When the lights came on, the delegates realized that court was in session. Library services were on trial.

"Alberta Patron" on the stand.

Library Services on Trial

The format of a court trial was chosen to present a composite picture of the less-than-desirable circumstances found in many public libraries in Alberta today. Prior to the conference, the fictitious community of River City was created with a population of 15,000, an overcrowded and outdated library, a besieged librarian and an ineffective library board.

The Cast:

Judge
Her Honour, Lynn Cook-Stanhope of the Provincial Court of Alberta

Prosecution
Graham Price B.A., LL.B, LL.M.

Witness
Glenna Irvine ("Alberta Patron")

Defense
Jane Ann Summers B.A., M.L.S., LL.B.

Co-defendents
Pat Cavill, Assistant Director, Calgary Public Library ("Marian Librarian")
Dr. Harvey Treleaven, Trustee, Yellowhead Regional Library System ("Mr. Chairman")

Court Clerk
Joe Forsyth, Library Services Branch

The Charge:

> Public Library Administrator and Public Library Trustee, having been negligent in their duty to organize, promote and maintain comprehensive and efficient library services in the municipalities of Alberta, are herewith charged with contributing to the demise of public libraries in this province.

Alberta Patron was the first witness. She recounted how her attempts to use the the River City Library met with continual disappointment. The library was crowded, poorly organized, noisy and uninviting. The card catalogue was inconsistent and incomplete and the cataloguing "highly original." The one professional librarian was seldom available; the volunteer staff was inadequately trained. Hours of operation were inconsistent and inconvenient for a working mother such as Alberta.

As for the collection, nonfiction material was outdated and not keeping abreast with current topics of interest. Adult fiction consisted primarily of popular light material such as romance and adventure. Baskets of picture books for pre-school children were in evidence. Few non-book materials were available. The patron was unable to find much reference material.

Marian Librarian, administrator of River City Library, was next on the stand. The first professional librarian to be hired by River City, she had spent most of her year there cataloguing materials donated to the library over the years; consequently, she had little time for public service. The board, she said, was more concerned with quantity than quality. She bemoaned the fact that money was not available for the materials (such as reference works) that the library desperately needed. Generally, the collection met the recreational needs of the community. Fees were $8 per person or $12 per family per year. The board, which suffered from large turnover, had opted not to join a regional library system, she said.

The final person to take the stand was Mr. Chairman of the River City Library Board. He maintained that the predominantly blue-collar population of River City did not support the library. The board was often divided on issues and negligent in lobbying city council for financial support. So much board energy went into fund raising that little energy was left to devote to policy making and long-term planning. Over the years the board had investigated a number of computerized systems for the library, but could not decide upon a suitable system which it could afford. Mr. Chairman tried to put the finger of blame for the death of the public library on the municipal and provincial governments.

When both sides of the case were presented and the witnesses heard, the trial ended with the Clerk of the Court instructing the jury (delegates) to retire to their assigned sessional groups to reach a verdict.

First Group Session

The primary purpose of the session was to react to the presentations of the morning and to discuss the charge made in the trial. The first question posed by each group facilitator was: How inclined are you to believe the charge is true? A scale of guilt was used with "Not True" at one end and "Completely True" at the other.

Discussion began in answer to the following question: What was the evidence given at the trial?

Subsequent questions posed by the facilitators were:

- From your own perspective — if you had been speaking for the defense — what might you have added for the prosecution? — for the defense?
- What evidence of sound library service development can be observed currently?
- What evidence of negligence can be found in the provision of library services?
- To what do you attribute these indicators?

Before the groups dispersed for lunch, the facilitators again polled the delegates on whether or not the charge was true. The results of the second polling indicated that opinion had moved toward the "Completely True" end of the scale.

The results of the two ballots are given below. Inadvertently, one group's votes were not counted in the second ballot. Nevertheless, the swing in opinion is markedly toward the verdict that, indeed, Public Library Administrator and Public Library Trustee are guilty of having been negligent in their duty to organize, promote and maintain comprehensive and efficient library services in Alberta.

	1	2	3	4	5	6	7
	not true			half convinced			completely true
1st Ballot:	13	6	27	33	26	23	19
2nd Ballot:	9	5	17	20	28	24	31

After the Fall

The afternoon plenary session began with a wake. The scene was a bar at which were gathered representatives of various public library partners who had just attended the funeral of "Old P.L." — an individual whose loss they would mourn, but whom they would be able to live without, for with the passing of the public library, their own realms of operation could be expanded.

Present at the wake were:

Alan MacDonald, Director of Information Services, University of Calgary, who stated how the collections of other libraries (academic and special) could now be opened and expanded to serve the general public;

Grant Kennedy, President of Lone Pine Publishing, who spoke for book publishers and vendors who would realize increased profits following the demise of the public library;

Judith Carrie, President of Information Group West, who, as a representative of other information systems, especially the technological, listed the ways in which companies such as her own could step in to provide information in a variety of formats to the public;

Jon Whyte, President of the Writers Guild of Alberta, speaking for the authors of all genres of literature, who said he would personally miss the public library, but that its absence would in no way inhibit the writers of the province.

Governance, Structure and Trustees

Dr. Sheila Bertram, Dean of the Faculty of Library and Information Studies, University of Alberta moderated the panel presentation. Panelists were Senator Joyce Fairbairn; Duncan Cameron, Director, Calgary Art Gallery Foundation; and Dr. T. Alex McPherson, Dept. of Health Services Administration and Community Medicine, University of Alberta. (Appendix C is a transcript of the core of the panel presentation.)

Left to right: Duncan Cameron, Sen. Fairbairn, Dr. Sheila Bertram, Dr. Alex McPherson.

Following the panel, delegates returned to their sessional groups to continue discussion in the light of the afternoon's presentations.

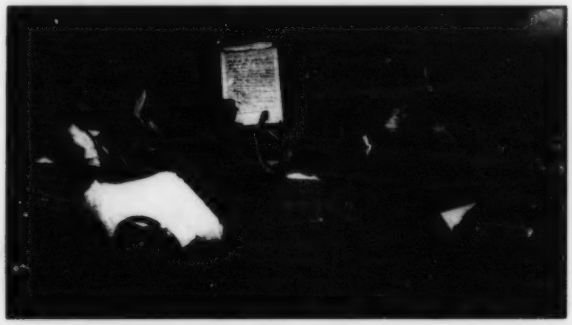
Second Group Session

The purpose of the session was to identify a list of social realities about which we need to learn and which would have a profound effect upon public libraries.

Facilitators channelled discussion with the following questions:

> What are the social realities that were identified today?
>
> How will these social realities affect libraries in the future?
>
> Are there any other social realities that affect libraries?

Appendix D is a compilation of the identified social realities and their anticipated impact on public libraries.



A group in session

Banquet Speaker: Ruben Nelson

Ruben Nelson, President of Square One Management Ltd. and a member of the APLF Conference Planning Committee, is a noted futurist, strategist and facilitator who works with persons and organizations who want to face, master and exploit change. To those who wish to learn to understand and to think strategically about the dimensions and dynamics of change, Nelson says, "Our future really will be different from what we have known and are used to. So we face this choice: either we get involved in shaping our future by reshaping ourselves and our organizations or we will remain victims of our past."

Ruben Nelson

In his after-dinner address on Saturday, October 20, Ruben Nelson encouraged and inspired the delegates to lead their libraries through renewal and transformation. (An edited transcript of Ruben Nelson's address can be found in Appendix E.)

The New Agenda

On Sunday morning, in a plenary session directed by Ruben Nelson, nine **issues** were presented to the delegates. The issues had been distilled by the steering committee from the lists of social realities and their significance to public libraries that were identified in the group sessions the previous day.

The following nine issues were presented:

Effective Communication — Effective communication is essential to our survival. We have much to learn and much to share. For example, learning to listen, developing marketing strategies, developing effective advocacy plans, convincing funders we are a priority, staff-to-staff, staff-to-board relations, communications with patrons.

Defining the Library of the Future — We used to be clear about what a public library was and did. We are no longer clear about what a library is, either from a philosophical or physical viewpoint. The library must be redefined at every level. What must we do to clarify our identity and roles to meet future needs?

Taking Responsibility for the Context — It is no longer good enough to allow, let alone expect, others to shape the context in which we find ourselves. We must learn to participate with others to influence the emerging shape of society. How do we do this?

Coming to Grips with Our Changing Context — Being effective requires our accurate understanding of our changing situation and the forces shaping it. How do we learn to read the signs of the times and their implications for libraries (e.g., economics, technology, demographics)? How do we learn to think creatively outside our normal assumptions?

Funding Sources for Library Service — The social reality is that additional public (i.e., government) funding is unlikely. Librarians and trustees must take responsibility for the revenue side of the ledger as well as the expenditure side. How, then, will public libraries obtain the money to fulfil their roles (e.g., public funds, corporate fund-raising, private donations, fees for service, marketing products, etc.)?

Understanding and Using Technology — Librarians and trustees must understand the opportunities and threats inherent in emerging technology. For example, implications of new formats; products with massive memories and products which can serve our public in new ways must be understood and exploited.

Using Partnerships — Continued success of any organization depends not only on its own capabilities but on alliances with other groups. By taking a proactive role in developing partnerships within the community (however broadly defined) public libraries can increase their relevance and influence and establish a broader base of support.

Effective Stewardship — The social reality is one of continuing and accelerating change within a different societal context. The issue is how can those who govern libraries (trustees) and manage their operations (librarians) acquire the knowledge and skills to function in this context and effectively carry out their responsibilities?

The Prophecy Comes to Pass — If public libraries no longer existed, how would you provide their services to Albertans?

Facilitators were assigned to each issue and delegates instructed to join the issue group of their choice wherein they would decide on a plan of action for getting the issues rolling in the library community. They were to:

- Clarify what the issue really means.
- Determine what can be done about this issue.
- Determine who could do it. — who will do what. — in what time frame. — at what cost (in time and in money). — who will pay. — the expected results. — potential follow-up.

Groups were instructed to prepare overhead transparency sheets each summarizing an issue action plan to be presented as an offering to the conference. (Summaries of the discussion on each of the nine issues may be found in Appendix F.)

Following the presentation of the offerings, Conference Chair, Sue Dutton, closed the conference with the following remarks:

> It has been an intensive experience. We have talked and argued and processed information and given out information. And of course the question we are all thinking about is: What next? How does this go on? We've heard a lot of commitments that people are going to be doing. But in the final analysis, who is it up to? In the final analysis, it's really up to each of us as individuals. It's like the saying: "If it is to be, it's up to me." We have the library leadership in this room: the movers and the shakers, the knowers and the doers. And if not you, who, indeed, will do any of this?

Appendices

Appendix A

Delegates

Yvonne Adair
Marg Anderson
Patricia Appavoo
Karen Armbruster
Elizabeth Armstrong
Madeleine Bailey
Beth Barlow
Brian Beattie
Sheila Bertram
Laura Beswick
Daphne Betlamini
Barbara Birch
Wilma Birchill
Allan Blair
Ivy Breitkreuz
Nik Burton
B. J. Busch
Linda Cameron
Duncan Campbell
Pat Cavill
Diane Chisholm
George Chopey
Bev Church
Barbara Clubb
Carol Cooley
Marilyn Corbett
Ann Craig
Glenna Cross
Rickey Dabbs
Al Davis
Janice Depaoli
Donna Dietrich
Lucille Dougherty
Nanko Dubbelboer
Sylvia Duffus
Arlene Dutchak
John Dutton
Sue Dutton
Eunice Easton
Iris English
Bruce Evans
Jill Fenton
Earle Ferguson
Neil Findlay
Jeannette Fish
John Fisher
Mary Flannigan
Hazel Flewwelling
Alida Flynn
Joe Forsyth
Pamela Forsyth
Louise Frolek
Linda Giffen
Ron Gillies
Caroline Graham
Bonnie Gray
Linda Green
Barbara Greeniaus
George Hall
Maureen Hall
Arne Handley
Joye Hardman
Karen Harrison
Marjorie Haugen
Virginia Hawkins
Mary Hays
Lana Hofer
Joy Huebert
Ellen Humphrey
Bryan Huston
Ernie Ingles
Robin Inskip
Glenna Irvine
Pat Jobb
Caroline Johnson
Larry Johnson
Rosalie Jorgensen
Barbara Killick
Inez Kosinski
Karen Labuik
Barbara Lake
Tammy Larsen
Diane Latham
Margaret Law
Jocelyne LeBel
Anne Letain
Doreen Lewis
Bob Lightfoot
Peter Lockwood
Dwight Logan
Rowena Lunn
Jean Luthy
Maggie Macdonald
Allan MacDonald
Richard MacKenzie
Margaret Mackey
Lorne MacRae
Lorna Markel
Estelle Marshall
Bob Maskell
Arden Matheson
Evelyn Matthews
Dave McCullough
Penny McKee
Barbara McKillop
George McLaughlin
Maureen McLeod
Anne McMeekin
Patricia McNamee
Jamshed Merchant
Morag Mochan
Teddy Moline
Terry Morris
Jayne Mortenson
Linda Munroe
Ruben Nelson
Vickii Nicholson
Jack O'Neill
Shirley Onn
Shirley Oosterlee
Lee Ozirny
Lucy Pana
Morag Pansegrau
Edith Parsons
Pearce Penney
Myrna Peters
Ron Phillips
Margaret Plain
Howard Platt
Bob Powell
Michael Prior
Duncan Rand
Marcia Redford
Ken Reeder
Louise Reimer
Helen Rice
Ron Robertson
Nora Robinson
Mary Lou Rose
Sheilagh Ross
Allen Rowe
E. May Rowe
Irene Salisbury
Christine Sammon
Rene Schleussing
Alvin Schrader
Marguerite Seitz
Michael Shea
Christine Sheppard
Ross Sherwin
Patricia Silver
Yvonne Slemko
Myrna Speers
Nick Spillios
Duane Spooner
Merle Stover
Joan Sumner
Colleen Swift
Beth Anne Thomas
Judith Tovey
Harvey Treleaven
Keith Turnbull
Evelyn Vardalas
Bill Veitch
Chris Vidalin
Sandra Weidner
Ellen Weinmeyer
Mary Westell
Wanda White
Brian Whitson
Jon Whyte
Pat Wildeman
Bob Willis

Appendix B

Keynote Address: Jeffrey Simpson

Madam Chairperson, I was very much looking forward to this evening, but I didn't realize that I was entering a danger zone. Mr. Lewis has a broken hip; Mr. Percy Woods has had his appendix out. If I get through this speech without anything happening, I will consider it to be very fortunate.

I was also struck by the amount of time that Madame Chairperson spent talking about drink. You librarians are certainly changing your image fast! But I'm — I don't say this to flatter you — I'm exceptionally pleased to be in Calgary which has become one of my very favourite Canadian cities. I was here a month or so ago for three days and did something I'd never done in Calgary before which was to take several extremely long walks through the city and look at the urban planning and architecture most of which is pretty exciting, some of which is a bit humdrum and spent a delightful day at Spruce Meadows which is really a tremendous credit to everybody in this whole area of Calgary. I had the wrong impression, I might say. My newspaper is one of the many sponsors of Spruce Meadows, and I'd always thought it was a rather — I won't say preposterous — but wrong-headed thing for us to do because in Ontario and Quebec, horse jumping is considered to be a very snooty affair. But I was very struck in Spruce Meadows by how "Albertan" it was. It was very democratic; it was very populous. People were there from all strata of life. It is a great credit to the organizers and to the community, and I congratulate you.

I am, in addition to being pleased to be in Calgary, flattered and a bit nervous to be addressing you tonight. Flattered, because you were kind enough to think of me to pinch-hit for Stephen Lewis, who is a friend of mine, and nervous, because I doubt that there's anybody in Canada with Stephen Lewis's eloquence. And therefore, pinch-hitting for him, by definition, means you will be subjected to the possibility of a letdown.

I sent Stephen a letter the other day to wish him a speedy recovery from his broken hip. As you know, he was speaking in Montreal and he fell off a platform, and that's how he suffered this very painful injury. I reminded him of an anecdote from American politics that in the 1952 American presidential election, General Eisenhower, who was speaking somewhere in the American South, fell off a platform. He wasn't hurt. His democratic opponent, Adlai Stevenson, who was quite a wit, said, "I'm sorry that the General fell off the platform. I'm very glad he wasn't hurt. But I've been telling the General from the beginning of the campaign, that NO candidate could stand on that platform of his."

There's another reason that I'm a bit nervous. I have done in my time a fair bit of public speaking, but I got a bit of a shock a month or so ago in St. John, New Brunswick. I was speaking on a totally different subject, and after the speech was over, a woman came up to me and congratulated me, which I appreciated. She said it was one of the better speeches that she had heard, and she was very glad that she had come. Another woman, however, came up, stood beside her and said on the contrary, it was one of the poorest speeches that she'd ever heard, and she considered it a bit of a waste of time that she had come. At which point the first woman said to me, "Don't pay any attention to Elsie. She doesn't think for herself; she just repeats what she hears from other people." I don't have the confidence that I used to have after that incident.

Well, ladies and gentlemen, your conference, from my study of your agenda and conversations with your organizers, is not only an important one dealing with the many challenges faced by public institutions, public service institutions — in this case the library system — but also an innovative one because tomorrow you're not only going to have small group discussion workshops, which I'm sure will be intense, but you're also going to have a video presentation and a moot court, and present company excluded, you're also going to have an impressive array of expert speakers. And when I say "present company excluded," this is not intended to be customary false modesty, because I'm neither a trained librarian nor have I any responsibility nor have I had any responsibility for organizing, or administering or advising on library policy. I can claim, however, to be a certified bookworm. In fact, I've quite literally just run out of room in my own house for books, and I've just had to have some new shelves installed in my office to take some of the overflow. And I suppose, too, I can claim to be an author, since I've written two books and coauthored

two others. By the way, I can tell you as a Canadian author writing about Canadian subjects, that you shouldn't believe that old professorial or academic saw that you have to either publish or perish, because from my experience, it is quite possible to do both.

I do have an abiding interest in education which I try to maintain through being a member of the Board of Trustees of Queen's University — and I'd be surprised if there weren't one or two graduates of that great institution here in the audience tonight. And lastly, by way of credentials, tangential though they may be, is the fact that it is my occupational task and my intellectual challenge to try to monitor and analyze and make sense out of public policy, or at least the forces — in some cases, the personalities, too — that are shaping public policy. And you know, I'm often amazed as I observe public debates and I write about them, at how little we seem to have learned about where our priorities really should be in the long term in Canada.

I know people are upset about politicians these days. I was joking with a friend before that there is a licence plate in Ontario that somebody wants to manufacture saying "Make your MP work; don't re-elect him." There are those kinds of attitudes around in the country. But our newspapers are full every day and our television screens tell us every night about different kinds of megaprojects or mini-projects. This week it happens to be the Rafferty-Alameda Dam.

And in a week or a month it will be the James Bay Hydroelectric Project in Quebec. And a few weeks ago it was the Hibernia Oilfield off Newfoundland. And soon it will be TRIUMF Particle Accelerator in British Columbia. And you in Alberta have been wrestling with pulp mills and various energy projects including oil sands.

And these are merely the tangible evidence, the kind of public evidence — high profile examples, if you like — of concern with managing the physical resources of Canada. And we cannot, of course, neglect these sorts of issues, particularly in a very environmentally conscious environment in which we live. But I don't believe that they represent the issues that will determine the future well-being of Canada. Rather, those issues revolve around our capacity to educate our citizens, to provide opportunities for their training.

Every credible study that I have read — here and abroad — leads me to one overriding conclusion. And that is that a nation's competitive position, to say nothing of its humanistic aspects, depends above all else upon its ability to produce a literate, numerate, motivated, disciplined and creative work force. That is the challenge of our generation. And it will be the challenge of the generations that follow us. And to the extent that we, in our generation, do not meet that essential challenge, we're going to be doing our children and their children a tremendous disservice, because other societies, other countries are getting on with this job, with this challenge, better than we are at the moment.

I'm in the process of reading a very long book that some of you may be familiar with either because you have read it or heard about it. It's by Michael Porter, who's the Harvard University professor, and it's called *The Competitive Advantage of Nations*. And it's a book that has excited a great deal of commentary, and it's going to continue to excite an enormous amount of debate for years to come, because he is attempting to explain, in his words, "Why some nations succeed and others fail in international competition." Porter, by the way, has received a $900,000 grant from the Government of Canada to apply his model and his theories to us, to our economy, to our society, so it will be fascinating to see what he uncovers.

Now Porter offers, of course, many reasons for competitive success or failure, but running throughout the 400 or 500 pages that I've read of the 700- or 800-page book, is the clear message that human resource development is more critical for determining the success or failure of nations, than is natural resource endowment. Competitive advantage — competitive disadvantage. They depend more than anything else upon human resource development. And we know this from looking at other countries that have been successful which have a fraction of the natural resource endowment that we do, but which have been able to become very competitive in the world economy. Any society that does not understand this lesson and apply its best resources, public and private, to getting at this problem, is going to be at a competitive disadvantage.

Now it's been said so often that it is a cliche and an old cliche by now, that we live in the "Information

Age." The service sector, which now dominates our economy, demands a flexibility of skills, an adaptability of performance, such as previous ages did not require. Even such a mass-assembly industry as car-making — a manufacturing industry if ever there was one — is not immune from these requirements.

Three or four years ago, the Canadian Automotive Workers' Union and the Big Three automobile companies (GM, Ford and Chrysler) joined forces and commissioned a joint study of the future demand for work skills in their industry. And this had been an industry, as you know, characterized from the very first days of Henry Ford, by manual labour, assembly line production, and white collar executive jobs. The study was among the most interesting that I had read because it cast into serious doubt all those artificial distinctions which had prevailed in that industry for so long between the white-collar jobs — with the premium on literacy and numeracy and the skills which flowed from them as building blocks — and blue-collar jobs where manual skills and dexterity alone were the requirements.

The study came to this conclusion because new production techniques were being introduced so rapidly in this industry, that workers, rather than arriving in a job in the beginning of their career and staying in it for many years, or perhaps moving from one part of the assembly line to another, were having to be retrained repeatedly throughout their career as new production techniques came on board. Manuals became increasingly complicated to read and understand because the products that they were making were more complex. Computers had been introduced onto the assembly line, and people had to understand how to use them, especially since companies were demanding ever higher quality control. For certain jobs on the assembly line, robots were being introduced, and people had to understand how to run the computers that managed the robots and to repair them. And so on through the list.

So the old assumptions that even the blue-collar workers did not need a high level of literacy and numeracy were shattered by this study. And it became an objective of the CAW and the three automotive manufacturing companies to try to increase the numeracy and the literacy skills of those workers. And they did that in part by insisting that new employees had to have better qualifications than those who had been hired 10, 15, 20 years ago.

One could use this example and apply it to may different industrial sectors citing similar industry-specific reports. And Porter's book — to mention only one source — is full of them. Indeed, just let me hammer home — some of you might even say belabour the point — by quoting, as so many have who have looked at this requirement for society, from the 1983 report of the United States National Commission on Education entitled *A Nation at Risk*. They said very simply, "Learning is the indispensable investment required for success in the information age we are now entering."

And in our country in 1987, the Economic Council of Canada put it this way: "Education is a cornerstone. Its importance in a high-technology world cannot be ignored, because the accelerating rate of change will lead to rapid obsolescence of skills. The education system, therefore, faces a profound challenge. It must prepare individuals," said the Council, "to be mobile, flexible, adaptable and versatile. The ability to learn will be the premium skill of the future."

If this is, broadly speaking, the imperative, the challenge, it is natural to ask: How are we doing?

You read the newspapers, *Globe*, I hope, perhaps others, and you will see from time to time assertions from people in the university community that the universities are being starved of funds, and you'll hear it from teachers in the secondary school system, the elementary school system. And one has to comment that despite these cries throughout the formal educational system, the Organization for Economic Cooperation and Development, the OECD in Paris, which is a very authoritative organization, suggests that on a per capita basis Canada is among the top few countries in spending on formal education from elementary schools to universities. More money *of course* would help the system, and in fact it may be necessary. But if the OECD is right, it cannot be the entire answer, because if money were the solution, we wouldn't have as many problems as we do compared with other countries.

On what one might call the positive side, one in three Canadians go to university, roughly speaking, and among the OECD nations this is the second highest percentage of total university-age population.

But a far more telling and damning and dangerous long-term statistic is this one: that one in three Canadians do not finish high school. In Japan, by contrast, the figure is 2%. In Canada the proportion of youngsters who are full-time students drops precipitously as soon as they reach the age of 16 which in most jurisdictions is the age to which by law students are required to remain in school.

Several years ago you may remember, there was a federal-provincial conference in Saskatoon dealing with post-secondary education. A conference that, as far as I am aware, didn't produce anything by way of concrete action. But there were several studies done, commissioned, task forces established, to gather information prior to those meetings in Saskatoon. One of them was headed by Pierre Lortie who is a Quebec businessman. He was at the time president of Provigo which is a very large food chain, but he has a large interest in public policy. He is now the chairman of the Royal Commission on Electoral Reform. And Lortie recently wrote, based on his experience chairing this task force: How do our high schools stand internationally?

Results of the 1988 Second International Study of Achievement, in which 23 countries participated, are revealing. In Grade 5, Canadian students ranked 6th after Japan, South Korea, Finland, Sweden and Hungary. By the end of high school, our students have dropped dramatically into 22nd place, second last. The study found that between Grades 9 and 12, Canadian students improved their knowledge only minimally. That's what Lortie said.

Now, I've been fortunate in recent years to have been asked to spend time as a Fellow at three universities: the University of British Columbia, Queen's, and in Edmonton at the University of Alberta. And the time that I spent there enabled me to converse with faculty members about a wide range of matters. And that time and the conversations I had, persuaded me that many faculty members at the university level are not happy with some of the basic learning skills, including reading and writing, of the students entering university.

George Radwanski, who completed an exhaustive study for the Ontario government — which I commend to those of you who are interested — it's an excellent report, on the reasons for that province's dropout rate, which is one in three for the wealthiest province in the country — you can imagine what it is in Newfoundland — came to a withering set of conclusions. He, too, noted the dramatic shifts in our economy requiring a better educated and more flexible work force. But he saw a system — now, he's speaking about Ontario — without specific goals, without universal minimums for achievement, without core curriculums, a system still organized around what he called the "foolish, flower child, do-your-own-thing outlook" of the Hall Dennis Report that was all the rage in the 1960s in educational circles, and which influenced educational systems, by the way, far beyond the borders of Ontario — in my view, in exactly the wrong direction. One of the catastrophic mistakes this country made was adopting, in some jurisdictions, the principles of the Hall Dennis Report.

Radwanski quoted a study of the freshman classes of 1984, '5 and '6 at Humber College, which is one of the better community colleges in Toronto. And that study found that at least 40% of the students were reading below Grade 10 level, and in 1986, 16% of them were reading below Grade 7 level. He also quoted the director of the Board of Education for the Municipality of York which abuts the City of Toronto, saying, "There is still a significant proportion of students entering Grade 9 who cannot read and write well enough to complete the program successfully."

Well, all of this might be considered excessively gloomy or alarming, but it is just as well to acknowledge these problems, because they should inspire us more deeply to think about our educational systems, not just the formal ones, but the whole environment for learning, of which libraries are clearly a part. And happily, a bit of thinking, good thinking, hard thinking is being done. In some of the reports that I've cited and in others including the very impressive Royal Commission on Education in the Province of British Columbia, recommendations of which, unlike most royal commissions, are actually being implemented and monitored, and in the recent initiative taken by the Association of Universities and Colleges of Canada (the AUCC) which asked Dr. Stewart Smith, a former chairman of the Science Council of Canada, to study the quality of university education in Canada.

Well, I've opened up some of these themes for your consideration because libraries, it seems to me, are both central to the formal educational system but also to help society outside that system prepare its citizens for the kinds of challenges that I described a few moments ago. If we deprive our libraries, we are depriving ourselves.

I see libraries as being in the vanguard of an indispensable crusade — and I use the word "crusade" advisedly — to arrest the trend toward an illiterate, or scarcely literate, passive society whose greatest engine is television. It is an utter paradox that we should be living in the information age and the television age at the same time. For the kind of information that television imparts and the inevitable habits that it induces in viewers is precisely the wrong kind of information for coping in the modern age. Make absolutely no mistake about the influence of television. And this is not a speech about it. It is the most important cultural force of our time. It eclipses everything else.

Its reach in Canada, as abroad, is stupendous. The average television set is on in this country a little over four hours a day. Canada is the most densely cabled country in the world, by which I mean we have the highest percentage of our population with access to cable than any country in the world. And that means that Canadians have access to a range of signals and programs such as none of the Europeans have except if they have very expensive satellite dishes, and similarly with the Americans.

Every survey that I've ever seen shows and every politician knows that television is the principal source of information for the largest number of people. And surveys also show that if you ask people what source of information they trust the most — television, radio, magazines, newspapers — television comes out on top. Now part of that is a self-fulfilling prophecy. If people spend a long time in front of the television set, and a pollster comes along and asks, "What do you trust the most?" and he doesn't say television, he is in effect saying, "I just wasted a lot of my time." So you have to be careful with that kind of juxtaposition of questions. Still, and the surveys are sufficiently consistent that one can say that television, rightly or wrongly, deservedly or otherwise, has a high degree of credibility among those who watch it and depend upon it to receive information.

The influence of television is not only direct, but it has had an enormous effect on my own medium, print. T.V. has shrivelled the market for newspapers. In the last 30 years, household penetration for newspapers in North America has declined from 80% to 53%. Many newspapers have died; others have tried to redesign themselves to take account of a generation accustomed to receiving its information in small doses, graphically or visually, quickly and preferably with a heavy dose of entertainment, violence, confrontation or at least, drama. And you have one of those papers in this city. And it's not mine.

Television — and I know because I do a little work there — is the enemy of concentration, effort, intellectual stimulation, contemplation and context. It is profoundly ahistorical. It prefers drama to the ordinary, confrontation to consensus, broad brush strokes to nuance, personality to issues.

I have read a figure that I find so staggering that I find it impossible to believe, but I have read it a sufficient number of times that either a lot of other people are misinformed, or I'm being very stubborn. And it is that the average Canadian student will have spent by the end of his or her time in school, more time watching television than in the classroom. Imagine how much better off our society would be if one quarter of the time — just a quarter — spent in front of the tube with all of its proclivities was spent in a library.

Now your organizers asked for some emerging trends, and I've given you a few. And I give you another, which is that a society in which an increasing number of citizens have given up on reading or thinking in a linear or logical fashion and are spending four hours a day watching television, however inattentively, is a society that is not going to be in a very good competitive position in the future. Television with its emphasis on entertainment, on delivering mass audiences to commercial advertisers and providing news that is grossly incomplete, a medium that is wedded to film and which presents its information in snippets so fast-paced that almost no one can remember anything but the pictures a few minutes later, is not a medium that we can count on to provide the kind of public education that is required for the complex issues that we face.

I can see in my own work what television and its imitators in print are doing. Let me give you some examples. I have tried to indicate to you what enormous reach television has; I've tried to indicate that it is the principal source of information about our society and our world for the largest number of people. And the actors in public policy know that. And yet, you have to ask yourself how well informed is the public, because one thing you can certainly say to television's credit is its tremendous reach. It gets to places where there are no newspapers or where radio signals are very weak. You go, as I have been, in the Arctic areas, or in northern Quebec or in the northern parts of the western provinces: there are no newspapers there. But there is a satellite receiver dish and cable, and the cable goes into all the homes. It is the only source of information they have. So its reach is tremendous.

But you ask yourself: How well informed are the people? Let me give you a couple of examples from issues with which we will all be familiar, and I'm not going to go into the details of the issues. In February of this year, my paper and the CBC, as we do three times a year, did an extensive survey of public opinion, and you'll think me a braggart if I say so but we do this very professionally. We have the best experts consulting us, we have a fair in-house capacity, it's a quite reliable poll. And we found that in February, 71% of all of our respondents said that they knew little or nothing about the Meech Lake Accord. Tangentially I would note that 71% also had strong or very strong views about it.

Now in July, the same organizations asked the same questions and before I give you the answers, just let me remind you that between February and July, we had had a six-day first ministers' conference in Ottawa, we had had saturation media coverage on television and in print. You couldn't escape the damn issue, even if you wanted to. And yet, apparently a lot of people did, because in July the same questions elicited the following response that 62% of the public still knew little or nothing about the Meech Lake Accord.

So, if you think about the fact that even after saturation coverage, 62% said they knew little or nothing about the Accord, you could explain that away by saying it was the issue that people really weren't interested in. But almost all the actors in the drama, almost all the commentators kept insisting that this was something very important. Yet six out of 10 people knew little or very little about it.

You remember the Free Trade Debate. Mr. Turner, in the televised debate, made some dramatic statements in saying it would be the end of Canada if we had free trade. I happened to be on one of those dreaded book promotion tours at the time, so I was in quite a number of book stores. The hottest selling books, as soon as that debate was over, were Free Trade books. Couldn't get enough of them into the hands of people coming in off the street. Marjorie Bowker made a million off her little pamphlet on free trade. And people turned to the media and said: "Where have you been? Why didn't you tell us about this issue? We want to be informed!"

You know, whole forests had been felled to provide the paper on which we had written the articles. Hours of television had been devoted to this issue and people said: "Where were you? This has snuck up on us. Mr. Turner says it's the end of Canada!" And for the first time in the history of polling in Canada, there was an enormous fluctuation — you all remember it — in the middle of the campaign. Confounded the pollsters. They had never seen anything like that. And Lou Harris, who does polling in the United States and has for 35 years, he'd never seen anything like it in American politics.

Now both of these very high profile issues lead me to ask the question: What is it about contemporary society? If television is the principal medium by which people get information, and they trust, as they keep telling us, the information they get, and yet they're not following public issues, or they don't understand them, or they tell us they know little or nothing about them, *that* should say something about the medium, I would think, as well as things about other aspects of our society.

A second point. The public, as you know better than I do, is deeply cynical about politicians these days. *All* politicians. There are many reasons for that. One reason is, what do they see all the time on television? They see drama, they see conflict, they see negativism. If any interest group wants to criticize the government, here's a camera. The House of Commons in Parliament engages in all kinds of activities, every day — committee meetings, discus-

sions of bills, learned speeches, some not-so-learned speeches — and what do you see? You see Question Period. One element of Parliamentary life. And what do you see at a Question Period? Who can shout the loudest. Who can frame the most provocative preamble. Who can be the most negative.

I'm not being cynical in saying this. Years ago I was a parliamentary intern on a scholarship on The Hill. I used to sit in on Question Period planning meetings. The purpose of that meeting was to define an issue, and who was going to articulate it that would maximize the chance that party had to get on the evening newscast that night at 10 o'clock. That's the game. T.V. knows the game.

So you sit in your living rooms at home and wonder what's going on in Parliament today. You see Miss Y or Miss X stand up, "And the minister is a this...and he's brought the country down...and we're going to rat shit." And we think they're all pretty much the same, so let's get rid of them all. I don't blame people for saying that, because that's the information that they get! And that's part of the influence. I'm not saying this to defend any party, or to defend any government. Far be it for me to do that. They get criticism; they deserve criticism. But that's ***all*** most people see because of the medium. So no wonder the public is cynical.

So how do we do this? How do we carry on what I consider to be the great and necessary struggle for the printed word? Now the first cry, I know it, is going to be for more money. That's what we need, more money. And it isn't going to happen.

I don't know Doug Main. Maybe that's a good thing; maybe that's a bad thing. He's unknown to me. He's *tabula rasa*. I did have the opportunity to read comments he made about the libraries. And I'm not here to judge whether Mr. Main was right or whether Mr. Main was wrong. I would say that he suffered the fate of all politicians who even question the *status quo*. I think I would have a difference with Stephen Lewis — perhaps this is unfair to say so because he's not here, but we've discussed this on other occasions — in the sense that, at the risk of doing him an injustice, Stephen's view often is that there should be more more resources, public resources, to a very wide range of issues and programs.

Libraries are great. Reading is essential. The information age is on us. Librarians are nice, and they drink too much, I've learned. But they're nice, so let's give them more money. The logic is impeccable, and it has a great deal to commend itself.

But you can put the same equations, just change the variables, and start with battered women, or start with women in poverty, because we know that a disproportionate number of the kids who drop out of school and, therefore, are not literate or numerate come from broken homes or poverty-stricken families. So we want to break that cycle. That's a good way to use public funds. Farmers — grain farmers in particular in this province suffering badly from low prices — juvenile delinquents, universities, the handicapped, the hospital service, nurses, pay equity, native people: the list goes on.

So whether I agree or you agree with Mr. Main or not in relation to his own comments about the library, he spoke, inadvertently or otherwise, it seems to me, to something that we have to confront, which is that governments, at the moment, are involved as they never have been quite so acutely before in making exceptionally difficult trade-offs. And this is the single most painful thing for any institution to do. Particularly, if it is a large public bureaucracy — and I'm not speaking of libraries here — which have a monopoly on the delivery of public service. It isn't good enough any more to simply incrementally add a new program without reflecting upon what the trade-off involved must be in terms of revenue or other programs.

To govern is to choose. And one of the inescapable burdens of government is the obligation to say "No" even to the most vigorously pressed interest-group demands when the public good requires it.

Maybe because I spend more than 50% of my time in Ottawa, I'm acutely aware of something which I won't belabour tonight but which I must mention because you've asked me to talk about future problems. We have in Canada at the federal and provincial levels of government, amassed 450 billion dollars of debt. And the federal government's deficit is stuck at $30 billion. Every day, if you read the papers, even if you watch television, you can see directly or indirectly what the effect is of that situation. And I argue that it doesn't really matter which

party is in office. This is like a huge elephant that has just come into your living room. You can try to ignore it and carry on as before, but the chances are it will affect your behaviour. And frankly, politicians who refuse to even acknowledge the existence of the elephant, are probably storing up more trouble for the living room in the days ahead.

This Conservative government, but I think a Liberal government or a coalition government, will have no choice but to try to bring these levels of indebtedness and debt down by different means, to be sure. That's where the argument will be. And the federal government, insofar as it is transferring to the provincial governments, is every day having to say: "No, we can't meet all of those obligations."

Provincial governments, too, are finding themselves in this sort of situation. Several weeks ago, on that famous St. John trip, I was in Fredericton and talking to the Premier of that province. He said — and this is his word, not mine — "One of our damn problems is that we are constantly having to manage the restriction of government services." So you ask me about the public policy climate, and I give you what I consider to be my best judgement which is that hard truth, that bitter truth, will be with us for some time. It took us as a country roughly ten years, from 1975 to '85, to get into serious difficulty, and will take us at least that long to get out of it.

So by all means, continue to press your case — it's a good one; it's one I applaud — with vigour, with ingenuity, with governments — municipal or provincial — for additional funds. But bear in mind the public policy climate within which governments are forced to operate these days. A climate, I would suggest to you, which is not soon going to go away, and may, at least in the short term, even get worse. And remember, too, that we are living through a period in which trade-offs or setting priorities and sticking to them is everywhere necessary. Like everybody else, I want libraries to be all things to all people at all times. But I'm not sure that they can be in the future.

So what should libraries be? At heart they have to be — it seems to me and I'm not an expert in this field — they have to be democratic institutions. They have to be democratically governed because the trade-offs that I'm talking about should be debated, not behind closed doors but publicly. They must be democratic in the sense that they are accessible to all. Even if they cannot be all things to all people, let them be there for all people. Because information is not a privilege, it's a right, and it's an increasingly important one for reasons I mentioned before. They must be places for education, for private education, of course, for those who wish to use them for that purpose, but also for public education. They must be proactive, to use that rather bureaucratic word, in the sense that they must reach into the community, whether that's for fund-raising, whether that's for education. The days, it seems to me and I know that many libraries are aware of this, when they could wait for their publics to come to them are over. There are too many competing demands on people's time, too many other sources of information, too many other public and private institutions beckoning them. That's why libraries have to be proactive.

I think of libraries as being something like a modern-day *agora*, a place where people meet, a place where ideas are discussed, a place where debates are held. Libraries have to be a place for contemplation, for tranquillity, for reflection, for research, for reading, for pleasure, but also for excitement, for intellectual excitement, if not on the premises themselves, then organized by the libraries. There should be monthly speakers; there should be monthly debates. It should be known in the community that if you want to hear intelligent discourse, if you want to hear the clash of ideas, if you want to hear discussion about the ideas in the books, we've got the people for you. We've got the energy, and we've got the excitement.

Why not work with community television and radio stations to talk about books, to talk about ideas? Why not in the next municipal election campaign let the library board be the initiator of debates, not taking sides? Why not in the next provincial election campaign be the agency that proposes that the all-party debates be held under *your* auspices? Issue after issue is there in your books. Bring them out of the books and into the public domain, and in exchange, you may get more people coming through that public domain into your books. If you can be an *agora*, we need it, because the new challenges that we face — competitively, globally — require information, linear thought, rational discourse. Be crusaders! And I wish you well.

Appendix C

Governance, Structure and Trustees

Moderator (Dr. Sheila Bertram):

The topic that was assigned to this panel originally was "Governance, Structures and Trustees." Being a little unsure about what exactly that meant, and realizing that I had better set a good example by doing some library research, the first thing I did was go to *Webster's Third* and pick out some appropriate definitions in order to get some idea of where we might be going.

Governance: the power of government. And since we are here to talk about public libraries today, I assume that means the power of government on public libraries.

Structure: the arrangement or interrelation of the parts of a whole. And again, the assumption that we are looking at the public library as one part of the whole.

Trustee: a person to whom another's property or the management of another's property is entrusted. And I have interpreted that, for the purpose of this panel, to mean anyone managing public libraries, including both board members and librarians.

The next thing I did was go to the *Encyclopedia of Library and Information Science* to see if there was anything at all that tied all of this together. There was nothing under "governance," lots on "government documents," "government libraries," "government publications." Nothing on "structures" except to mention under "grammar" — an artificial language. There was an article on library trustees, but most of the emphasis was on the question: "Elect, appoint, or abolish altogether?"

Now it should come as no surprise that the next thing I did was a CD-Rom search of *Library Literature* to see if there were any articles which might further clarify the topic. You will be interested, I am sure, to learn that there was nothing in *Library Literature* that had all three words, or any variation thereof as title words and/or index terms. So that was not much help.

I then tried *Library and Information Studies Abstracts*, and this time I got four hits because I could now use the words in the abstracts. Two dealt with the governing structure of OCLC, one with the Belgium Centre for Music Documentation, and the fourth with the National Library of New Zealand. Not much help there, either.

But there are many, many data bases, and so I persevered. On to ERIC where I determined that index terms to use were "governance," "*power* structures," and "trustees." This time I got eight hits including an article entitled "From Guardians to Agents: The Changing Role of Trustees."

A small digression: While I did spend five years circulating and shelving and stamping in the Kitchener Public Library, I make no pretence of being any sort of expert in public libraries. I do have a library card, and I do read for recreation. But my interests really lie in special libraries, automation (including online searching) and, as I get older, in change. I believe in change — not dramatic and traumatic change — but constant and continual and incremental change. And you must be aware of the changes that affect you and the changes that you effect.

Now I could go on at great length about change and change theory, but instead, I am going to mention five things about change that came from a study of the awareness of change theory in the literature of librarianship which a student did with me last year, because I think they relate very much to our discussion:

Change is a process, not an event.
Change involves resistance.
Change is personal.
Change is complex.
Change involves power and politics.

The article itself suggested that the changing role of the trustee was from the definer of the institution's good to merely the instrument by which the public's view of that good is carried out. And I hope one of our panel members will pick up on that one.

More library research. A footnote led me to another article entitled "Trustees Meet the Challenge of the Changing World," in which fourteen challenges were identified:

A changing and shifting population growth;
A lack of access to libraries;
A lack of use of libraries;
Finances;

Personnel;
Collections;
Buildings;
Intellectual freedom;
Leisure time;
Educational needs;
The gap between reality and standards;
Meeting the needs of the individual user;
The challenge of change for libraries; and
The challenge of change for individuals.

Change, again. So I decided to back to ERIC and search "change" and Trustees," and the very first title that came up was "The Public Library Trustee and Changing Community Needs," a special issue of *The Bookmark*. I borrowed it from the library, and I want to quote from the introduction, because I think I finally found what I think was meant by the title of this panel — and all because I used the library:

> The past decade has seen revolutionary advances in information and communication technologies: change in the ways in which people live and work, changes in the economy that affect planning and financing of public services, growing competition for government funds, and demographic changes demanding new approaches and programs. How have trustees met the challenge of these changes in their communities? What is the role of the trustee in the development and the future of libraries?

So our panel is here today to talk about some of the changes that are affecting libraries. How do we become aware of and keep up with these changes? What are some of the things we need to change about ourselves and our libraries? And hopefully to give us some hints on how to go about implementing these changes.

There were three words in the title, and we have three panelists, so they each get a word. Senator Fairbairn will begin with "governance," Mr. Cameron will take on "structure" (where do libraries fit into the whole and, more specifically, the cultural whole), and Dr. McPherson will talk to the third word, the people, since trustees are people, too (who are they and what do they really want, anyway?). Senator Fairbairn.

Senator Fairbairn:

Thank you very much, Sheila. I just want to set a bit of a context for my entrance into this meeting today. I came in this morning, and it was pitch dark, and I kind of edged around and sat over on the side. And there was a voice that came out of the dark that said that the funding for the public libraries of Alberta was going to end as of midnight tomorrow night.

Now, I was coming in cold. I hadn't seen the video. I found that singularly depressing. And then I stayed and I watched a trial, where it seemed everybody was on trial — the patrons, the trustees, the administrator, the library — everything was on trial. And then I went to one of the workshops which had very good discussion but again, was somewhat depressing as we judged rather harshly all these people that were on trial. Then I came back this afternoon to a wake. It was all becoming too much to bear.

I would tell you that I would rather, in the message that I bring to you today, be a little bit more upbeat than the way I have edged my way into this meeting.

The word I was given was "governance," which has many, many meanings. One which I heard was "the power of government." Certainly it has a great relevance to almost everything we do in this country from whatever level, and I think from your point of view your level is provincial and municipal. But at the same time, in trying to put how I feel about libraries in the future into a context, I would like to take it from the top level — the national level — in which one has to ask the question to start with: What is public policy on the whole question of reading and literacy in our country? Is this a policy that is important to Canada? Is the slogan, "A Nation of Readers," more than just a slogan? Is it a goal that governments and individuals feel strongly about? And if it is, we've spent a year now, listening, for the first time perhaps in our history, to a concerted public relations campaign on literacy and the other side of its coin, illiteracy. And across this nation, politicians, public figures, entertainers, writers, everyone has tried to fall in line behind a commitment to reading and the power that puts into people's lives at every level of society.

Now, to me, as an individual, I cannot imagine a society without books and libraries that contain those books. I think we take our libraries for

granted. I think we take our education system for granted. And because we take it for granted, we feel comfortable about that, and we push it aside and take a sense of activism and challenge out of these institutions. And without that, you don't improve, and you don't change.

If we accept that Canada not only should be a nation of readers which is all that that implies, then we also have to realize that a great number of us are not — millions of us are not; the statistics are horrendous — and that puts an onus on us to do something about it. For me, the library surely has got to be an absolutely essential link in helping Canadians who need the help, encouraging the children who need to have that spark instilled into them that reading is not just something you have to do to get a job, but reading is also something that leads you on into new worlds to which you may never actually travel, but you travel them in your mind, that reading brings to you perhaps the best friend in the final analysis that you will ever have. And so the library, then, is an essential link in our information society and the objective and the necessity of lifelong learning.

The library also has to be a recreational link. As we think of the new century, we see the demographics of our new century in which people will be retiring much earlier than they have in the past. We will have an enormously large population of older people. And part of the need to fulfil a leisure demand in peoples' lives and fulfil it in a meaningful way, in my mind, does come through reading and books and information.

Culture is another link that is absolutely essential, and the library again is an intrinsic link into taking us into our past, through our present, and giving us some kind of a motivation to move forward into the future.

When you go through the kinds of questions that you have been asking today, when you think of government and the precise thing that it relates to with the library — obviously in almost anything, it doesn't have to be a library — the big word is "money," "budgets," and more often, "cuts." And this is where anxiety probably circulates at every level of your daily lives and interests, because there is a great dependence that has been built up over the years. It was mentioned in one of the presentations in the trial this morning of the public feeling that reading and libraries were something that ought to be supported by public money. Which, of course, is a great thing to say, but then you have to ask where the public money comes from, and very quickly it becomes private money.

So, in balance with a government structure, how do you go about consolidating your position, expanding it in the most creative and possible way that you can? Well, first of all, most of you are very skilled and experienced at what you do. What you do and what you are trained to do is *not* to go out and lobby, not to become yourselves — because you don't have the hours in the day — the advocates for your changing needs. So what you have to do is to go and find advocates. You have to find them in the community, you have to find them at every level.

I hate to use what is becoming a trite word, "partnerships," except that it expresses best what I want to say. You cannot be a solitary island unto yourself any longer in the community. And I'm sure most of you are not. But some, perhaps of necessity or circumstance, find themselves in that position. You cannot be in an isolated state. You have to develop fans in your community, and you have to have friends at court in your community, and you have to have them there so that the fans can put the pressure on them to do things that will be helpful to your cause.

In saying that, naturally for me, the first thing that comes to mind is the political level. Certainly, you have to put pressure on the political level but more than that, you have to co-opt the political level. I am co-opted; I am a captive of the literacy issue; I am a captive of the Lethbridge Public Library. You have to find within your political structures a person like myself who is then prepared to go off and fight some of your battles for you in front of the councils, or within the government structure or the legislative structure where you have neither the personal presence nor the time to put into that kind of a fight.

Therefore, when you are looking at who should be running for a city council, or who should be trying to be lured onto a board, or even who you should be supporting for federal or provincial office, look for people who are going to carry your message where you wish it to be carried. That's particularly true at the municipal level. There's no way that the person on council who should be liaising with the

library is the person who hasn't got enough tasks or is the last one on the list. That just should not be and doesn't have to be.

The other thing that you have to do, is to take a look around the community and think where is our market and how do we go after it and who can help us. I've already said your market in the future is going to be a much older population. Some of the strongest and the most innovative and powerful advocates in our society in Canada right now are found among our senior citizens. If I were working in a library, I'd sure want to have a whole herd of seniors around on boards and as volunteers and running outreach programs.

The other market obviously has to be the young people, and these are the ones who are at such risk now. If we look at our literacy statistics, they are the ones that you have to be able to find means of reaching out to — and they don't have organizations like seniors do — and provide a climate for them to realize that this is a fun thing to do as well as a necessary thing to do.

You can reach out into the daycare area in your community. You can bring the children into your libraries; make the library a corner of a home for them. Reading circles — that's one of the best things you can do with kids, and you can also snare politicians into reading circles faster than you can bat an eye because it's good publicity for anybody to be sitting around reading with children. A children's corner is really a corner on the future of this country.

I want to use the Lethbridge Public Library as an example of moving around a community and involving other people in its activities so that if that voice I heard coming in this morning were real, and it were saying, "As of tomorrow night, no more money for public libraries in the province of Alberta," a place like Lethbridge would be a survivor, for there is a library that has and is consolidating a support network around it. In Lethbridge, our library is the home of our literacy program. Very generously, the library provides its facilities for this project, and some of its equipment and a great deal of its encouragement. Therefore, those two functions have become interchangeable in the minds of the people in that community; if you think of one, you think of the other.

The partnership that has been made there extends now into a major service club. It doesn't just want to give money; it wants to have something that its memberships can actually do. And so they are looking at the public library and to becoming involved in teaching reading.

These kinds of things enable on a realistic basis the library community to become a necessary element of other parts of community life without giving up its own reason for being there which is for the cultural enrichment of a community as well as entertainment, and the rest of it.

So, I use this example in terms of government. Government is way up there and its money may or may not come down, or may or may not come down the way you want it to. Some of its policies may be helpful or may be restrictive. What I am saying is that initiatives within the library community itself across this country really in themselves can determine — even more so than government policy — the kinds of directions and response to changing circumstances that your business can offer. And your business is certainly my business, and it's the business of every person in our community. It is a lifelong commitment and a lifelong business, and I congratulate all of you. I can't imagine life without you. I think that the word "change" here is absolutely critical. These perhaps are some of the ways that you can do that from within yourselves.

Duncan Cameron:

First of all, I want to welcome the librarians and library trustees of Alberta to the great soup kitchens and bread lines of Canadian culture. It's not the first time in 35 years of going to conferences — some good, some bad, some boring, some terrific — that I've gone to one that seemed to be built out of guilt, self-doubt, questioning of role, of social value. Incredible negativism. And that's why I say welcome to the soup kitchens.

If you talk to people who run symphony orchestras or museums or art galleries or people who are involved in other cultural institutions, they'll all tell you the same thing, that the world is going to stop tomorrow, that they're going to cut off all the funding — if not tomorrow night, by midnight of December 31 — and they're going to cut our bud-

gets back, and we'll have to lay off staff, for there's not enough money to go around, and the public's not happy with us and are we really worthwhile.

It was in 1968 that I organized an Ontario-wide conference for the Art Gallery of Ontario. The title was: "Are Art Galleries Obsolete?" Sort of like this one, isn't it? Is the library dead?

Well, if you want to read about "Are Art Galleries Obsolete?," it was published by Peter Martin and I'm the author — it's a pretty good book, actually — we decided that art galleries, of course, were not obsolete. And before this conference is through, you'll be on an upper, and you'll be planning an attack.

I've known that I have had to be here for some months, and when I began to talk to people I could see this negativism, and I wonder if there is really going to be an upside here. Because it looks as though you are preparing for the siege, defending the battlements. You should be planning the attack! You should be pre-emptive in this situation and there are a number of things I could mention — and Senator Fairbairn has touched on some of them — the question of partnerships. You're just a part of something much bigger than libraries, just as "literacy" is a word, I'm happy to say in good English usage we throw around as visual literacy, oral literacy, reiterative literacy (which is a pejorative) and verbal literacy, which is the business you're in. It's a much bigger word.

And so you are already partners, although you may not know your partners too well — I suspect you don't know them well enough — who are the art galleries, the museums, the school boards, the universities, the community colleges in your communities who share your goals, who are concerned first and foremost (I hope) with people becoming whole through the use of their total sensorium — all their senses — discovering the joy of music, the wonder of drama, the joy of great prose and poetry, the sheer thrill of great works of art — all of those things are part of the piece. And you're a part of it. But you've got to get together with those partners.

Now, let's take the city of Calgary and talk about getting together with partners and talk about constituencies. If you take the subscribers and the paid-up members of the Glenbow Museum and the Philharmonic Orchestra and Alberta Theatre Projects and Theatre Calgary and the ballet and the opera, it's something much less than a third of the card-carrying members of the Calgary Public Library: about 350,000, roughly, not counting the corporate members. You've got an army to mobilize out there.

Now, at lunch today, the Senator was asked: "Does mail count?" We're talking about political process. And she said, "Yes, of course it does." Here's this incredible constituency. If you could do a mail list crosscheck, you would find that the people with library cards are high mobile leisure users: they go to the library. They probably also go to McMahon Stadium and the Saddledome and the opera and the ballet. The use of cultural resources has absolutely nothing to do with sophistication, whatever that means. It has to do with whether you are a high mobile leisure user or a low mobile leisure user.

And you will find in Calgary somebody who has 5,000 books at home, and probably a CD-player and gets the *Manchester Guardian* airmail edition and never gets off his butt to go anywhere. He's a low mobile. But high mobile...well, think of a sea anemone that just waits for the food to float by and then takes it. And then there's the shark that goes out and gets what it wants. Well, the sharks are your customers. They're out there; they're going to the hockey game, they're coming to the library, they're taking out books, they're phoning up the reference service, they're going over to Glenbow — these are the high mobiles. And you'll find tremendous overlap in those lists. Organize that army, because that army represents votes, and votes represent political response. And if the good folks in Edmonton and the good folks in City Hall and the good folks in Ottawa know that they're talking about 350,000 individuals and their households in Calgary that care, they have to listen.

Well then, who speaks? You organize that army, and then you need the provocateurs, you need the agents to speak for you. And you find spokespersons in the community who speak for those 350,000 people out there who organize that community. Suppose we took all the card-carriers in public libraries in all of Alberta and said, "That many votes, Alberta government" — that would make a big noise.

So you have to be pre-emptive and make the pre-emptive strike. Don't let the government tell you what you should be and what your role is, and then say, "Yes, sir! Three bags full, sir!" Take your professional ethics, take your historic mandate as you know it, think in terms of the quality of life — people becoming whole, join with your partners, and you tell me what your role is and what your strength, your army is. And then you can move forward because you will be listened to.

I'm a little upset when I reflect on things that I've heard since I got here yesterday. I listened to Jeffrey Simpson last night, and he laid down a plank of a platform right up front in his address — on literacy. He was talking about the economic imperative. If you look at political statements, if you look at government documents during our year of literacy and you try to interpret why we are all so excited all of a sudden about literacy, what we're hearing is that it has to do with the employability of the population, which has to do with productivity, which has to do with industrial development, which has to do with competition and world markets in a high-tech information age — and will the Japanese beat the hell out of us — because people can't fill out their forms, either to file their taxes or to get the jobs.

That is not what literacy is all about. That is the same sort of thing as giving you a tourist phrase book — I'm presuming that you don't speak French — that you could memorize and I would dump you somewhere near Marseilles and say, "You know all about France, now. Here's your book." You know how to order a meal, get to the train station and change money. Boy, have you been short-changed! You think you're literate.

We have done that before, in the '50s. Remember the basic English programs for new Canadians? We were teaching people to learn by rote, which meant it was reiterative literacy. They could say, "Where is the bus stop?" "I would like a bowl of soup." But they weren't literate. Literacy has to do with discovering self, having a sense of self, a sense of place in the scheme of things and developing some kind of individual perception of the nature of reality and your place in it. And that is done through the eyes through seeing, through the ears through listening, through reading, through inner thought and through human expression in whatever creative medium.

And now we're talking about creative literacy which is the only literacy that matters and the only one you should be concerned about.

And when I hear all this talk about the library as an information source and how I can use ERIC and whatever, and how I can get how-to-do-it books, that's all very well. But if there is a core, the core has to do with providing access to literature so that people can discover who they are, where they are, who's beside them, their place in the scheme of things. The same thing should be happening with the help of your partners through what they are seeing, their visual literacy, their oral literacy, and so on and so forth.

What I'm really saying is that you have a vast constituency that you haven't used. You have supporters in all your communities who will speak for that vast constituency. Those who are going to make policy and make decisions that have to do with dollars, — I don't think dollars are the biggest problem, by the way — they are going to have to listen to you if you let them know who you are, if you market yourself. You're not the public library; you're 350,000 households in Calgary — that's more than 350,000 votes in Calgary — who are all part of you. And you have all those partners, overlapping and attached, who share your goals and concerns.

So go for it. And stop worrying about libraries being dead, stop worrying about how many computers it takes to change a light bulb, and get on with the business of giving people opportunities — the young, the elderly and everybody in between — the opportunities to open up their minds to discover themselves. Work with your partners. Go from this conference with the determination to launch the attack, not to man the barricades.

Alex McPherson:

I understand that my subject is to be the people. I'm going to focus on several different aspects which I think are concordant with respect to what we heard during a period of over two years during the Premier's Commission on Future Health Care as it relates to society and the emergence of a post-modern concept of society and its relevance to "Old P.L." I'm, frankly, not as optimistic as my friends. I'm not nearly as optimistic about the health care

delivery system as some of the folk that talked to us. I'm not nearly as optimistic about the 1960s approach to education. I'm not nearly as optimistic about the 1960s approach to health care delivery or the 1960s approach to political governance or the 1960s approach to the public library.

What we heard over and over again was that we want more say. It's interesting. People were saying repeatedly: We want more say. We want to be empowered with respect to health and health care. We want you damn doctors to stop being paternalistic and to start to recognize what the hell we're talking about here. We are interested in our health. We are genuinely interested in health care insofar as we are able to be. And, admittedly, when we walk into an emergency with our eyes falling out and one arm off and blood coming out our ears, we don't want to pull out a debit card and say I want to have a full, informed consent before anybody does anything. That's absurd. But with respect to the delivery of health care services at an elective level and at a variety of mundane levels, we want to be empowered; we want to be involved.

I'm hearing the same thing with respect to the general question of communication as it relates to governance. And that's governance at all levels. That's governance at the trustees' level with respect to the public library; that's governance at the school board level; that's governance at the hospital level; that's governance at the political federal, provincial and municipal levels. Increasingly we heard, during the course of the Commission, that we've got too damn much governance. We're governed every way, shape and form from Sunday to Saturday. And I'm starting to wonder whether or not all this money I'm paying is appropriate. Am I really, genuinely benefiting not only myself but society with respect to the contributions I am making by way of taxation?

The Health Commission increasingly heard that we [Albertans] want to have locally-responsive approaches. Our needs in High Level, with respect to health care, are not the same exact needs as in Lethbridge. And they may be different in Hinton. And, indeed, they're different in Oka. And this has to start to be recognized. The entire question of universality is out there.

We heard repeatedly: "Would someone define universality — this sacred trust?" Did the social contract that I entered into indicate that my progressive tax system was going to pay for patients to see physicians for male-pattern baldness? Cosmetic surgery? Kids repeating Grade 12 four times? Public libraries? Where is this social contract? What is Universality? When do we get into the discussion of the difference between the total removal of a service — health care — as opposed to the removal of a variety of programs within a total program?

Male-pattern baldness. Cosmetic surgery. Emergency rooms in every general hospital in the city of Edmonton and in Calgary. A hospital in Hythe and in Beaverlodge. And another one in Grande Prairie. People are asking, serious questions about the allocation of public dollars. They're starting to seriously ask whether or not we are being well governed. They are seriously asking whether or not the governance of the '60s, which had a tendency to have the perception of being a conspiracy of silence, a governance whereby advocates and spokesmen made decisions separate from in many circumstances a wide level a communication and full disclosure of information, is appropriate.

Jack Nicklaus says there are only three things to remember in golf: keep your head down; keep your head down; keep your head down. I say that as we move into the twenty-first century, there are only three things to remember in governance: communication, communication, communication. I don't think that of the 350,000 card-carrying members of the Calgary Public Library there are more than 35 that give a damn.

Let me tell you a little story about that 35. I spent two years on a commission beating my head off on the question of health care delivery in the province of Alberta. The concept of healthy Albertans living in a healthy Alberta living in a healthy world. I worked hard, and I sweat blood and tears. At the end of it, I came home to my family with this beautiful document called *The Rainbow Report* in three volumes, finely bound, the first ones to be seen outside of the Commission office. It hadn't even been leaked yet. And I nonchalantly put it on the table where my wife and children were sitting. And they just kept eating.

Walsh — Walsh was in Grade 12 — said to me, "Dad, that's a great report." And I said, "Thanks,

Walsh." He said, "You know, Dad, I hate to tell you this," — the guys in Grade 12 know a lot — "there's probably only eight people that really give a damn about that report." I said, "Who are they, Walsh?" He answered, "You and your commos." He called our commissioners "commos." "There might be another six," he said, "the people who work in the Commission. And a couple more, but I'm not one of them."

I was hurt to the quick. I said, "But these are the most incredible words! Here we have vision and principles and goals and missions. The characteristics of a democracy. Everything's here. Please, someone, read it." Not a lot of people are reading it. But they will, because there are important comments in there that relate to us as a society as we move into the twenty-first century.

It relates to us as as society as we move into the twenty-first century whether we're public librarian people, doctors, nurses, health providers, school teachers or politicians, because ultimately, this document says simply one thing. It says we are all part of it; we are entering into an era, which for the lack of better words is embodied in the expression "mutual interdependence." It says that the concept of adversarial confrontation, of thumping shoes and blowing kazoos in the Senate, of little games by the Prime Minister and premiers surrounding an issue like Meech Lake, is going. If we participate in that kind of activity, we in turn will be gone — as individuals, as members of associations and as members of government.

So I suggest to you that I'm not sure my social contract includes public libraries. I'm sure you do. And I can understand why you think so. I'm not even sure my social contract includes all the services that medical doctors provide to patients in the province of Alberta. I think we've got to start reviewing all of those concepts of universality. And with respect to Duncan, I will say only one thing. Duncan, in 1968 I believe our cumulative federal deficit was $25 billion. Today it is $400 billion and you know and I know that the greatest drain on public spending, the greatest impediment to us having these social contracts is the public debt, and our inability to pay that level of commitment.

It's a fact. And I think the whole social contract concept has to be revisited. The entire concept of the sacred trust and the concepts of universality have got to be looked at. And public libraries are part of that. And you, as you move into the twenty-first century and into the decade of the nineties, will unquestionably, in my opinion, have to remember that one comment: communication, communication, communication. And if *you* can't do it, who can?

Appendix D

The Social Realities

Canadian and Global Realities

In response to the question "What are the social realities of the present day?," the groups in session identified a wide range of influences, many of which are interrelated and connected. Among them were the following:

A. Changing Demographics

- Aging population — healthier, better educated
- Changing family structure
- Changing roles of women
- Changing immigration patterns
  - Increase in visible minorities
  - Differing educational backgrounds
- Reduced homogeneity of society — multiculturalism
- Changing nature of the workforce
- Urbanization
- Population mobility
  - Loss of sense of community
  - Increasing sense of isolation
- Rising illiteracy

B. Social Change

- Widening gap between the rich and the poor
- Class stratification — fragmentation of society
- Cultural imperialism
- Integration of the disabled into mainstream society
- Changing nature of work
- Diminishing philanthropy
- Native unrest
- Global Village influences
- Breakdown of institutions of the church
- Lagging moral and ethical growth
- Spreading apathy and feelings of human hopelessness
- Long-term impact of drug- and health-related issues
- Increased violence
- Increased public militancy
- Accelerating rate of change
- Human rights issues
- Inequality of opportunity
- Wide reach and influence of television
- Increased leisure time
- Change in the social contract

C. Education Trends

- Changing role of education
- Necessity of lifelong education
- Increased need for skilled tradespeople
- More options and opportunities available to young people
- Anti-intellectual nature of North Americans
- Increasing gap between the educated and the illiterate
- Emphasis on skills other than literacy in schools
- Rising demand by employers for qualifications of employees
- Specialization
- Continuing formal adult education
- Declining library school enrollment
- Impacted by technology

D. Political Trends

- Widespread political instability
- Cynicism/Apathy about the nature of public governance
- Increased demand for accountability
- Demand for personal empowerment
- Movement from group to individual representation
- Lack of cooperation by government agencies
- Polarization — increase in lobby groups

E. Economic Trends

- Public debt — fiscal instability
- High expectations for diminishing dollars
- Cost of environmental preservation
- Increased pressures of global population increase
- Industrial/economic shifts
- Less job security
- Pay inequity
- Centralization
- Influence of special interest groups
- Free Trade/GST/GATT/EEC
- World competition
- Regional disparity
- Global economic competition
- Power of multinational corporations
- Influence of stock exchanges
- Inadequate management of human resources
- Increasing cost of services
- Shifting taxation base (as baby boomers age)

F. Physical Changes

- Environmental breakdown
- Deterioration of physical facilities
- Apocalyptic forces: drought, pestilence, war, disease
- Rapid technological obsolescence

G. Informational Trends

- Information explosion
- Information brokerages — privatization
- Technology demands another form of literacy
- Censorship
- People want to be informed
- Lack of consensus of what is right or important
- Pressure of immediacy of access
- Changing information needs
- Impact of electronic media

How Will the Social Realities Affect Libraries?

On the basis of the social realities they identified, each of the fifteen study groups attempted to anticipate the impact of the social realities upon the public library. The trends identified suggest a number of immediate actions to be taken by libraries. The following is a consolidation of the conclusions of the sessional groups.

Change is inevitable, and public libraries can expect to encounter profound changes in the years ahead.

- Plan for change rather than react to it.
- Re-train as necessary both library professionals and trustees to cope with change.
- Trustees must recognize changes.
- New skills will be required.
- Libraries will compete with the private sector for trained staff.
- Libraries will see an increased need for library specialists.
- Anticipate the erosion of traditional support groups.
- Flexibility = Survival.

The role of the public library must be redefined within the changing societal context.

- Question priorities.
- Redefine "local community": library communities are becoming indistinct.
- The library is becoming a service rather than a place.
- New roles must be delineated for library professionals.
- Determine what libraries will not do.
- Identify emerging target groups, e.g., cultural groups, business community, immigrants, transient patrons, latch-key kids, the poor, etc.

Competition for dollars will increase as public dollars diminish.

- Decentralization of resources; centralization of access.
- Dollar priorities must be established for activities.
- Anticipate the downgrading of rural library service.
- Establish alternative sources of funding.
- Fee for Service will be an issue warranting serious consideration.
- Broaden the fund-raising base.
- Develop a capital funding program.
- Make a concerted effort to utilize available volunteers.
- Ways must be found to expand library systems and upgrade physical plants.
- Effective communication and marketing programs must be employed to obtain public support.

There will be a change in information needs and services.

- Public needs are changing: needs assessments must be on-going and include non-users.
- The concept of "essential services" must be re-examined. What percentage of the population can support a meaningful level of service?
- How much energy can/should libraries devote to dealing with special interest groups?
- Should we be preparing citizens to find information independently?
- Should libraries become information brokers?
- Must libraries pay for information?

- Alternate formats for library materials and methods of delivery will be required, in particular by the elder members of the population.
- Cultural information will be in demand for resource sharing.
- How will we reach and serve immigrant groups?
- A conflict may arise between recreational reading and information retrieval.
- Libraries must improve in-house accessibility materials for all patrons.
- Libraries will be faced with a large diversity of education and literacy levels.
- The existing structure of library services may no longer be appropriate.
- Materials obsolescence will be a concern, e.g., paper.
- Changes in publishing will impact libraries.

Strategic partnerships will be essential in strengthening the information networks.

- Interlibrary cooperation must be examined, e.g., universal library cards, union catalogue.
- Cooperate with rather than compete with agencies providing like services.
- Identify partners and unify goals, e.g., LAA + ALTA.
- Learn to be interdependent.
- Share resources, methods and automation systems.
- Form coalitions with other community groups.
- Consider the creation of specialized collections.
- Programs and resources may be shared with other community institutions.
- Address costly duplication of services, e.g., with schools.

Libraries have a role to play in raising levels of literacy.

- Cooperate with schools and education authorities.
- How will libraries help to counteract the adverse effects of television? Future patrons may be non-readers who are television-oriented.

Changes may be required to provincial library legislation.

- Allow cooperation without creating a penalizing situation.
- Libraries must become more politically active and sophisticated.
- Reassessment of Fee-for-Service in the light of provincial regulations may be required.
- Libraries should be included in public service land designation.
- Some regional reorganization may be required.

Libraries must embrace technology.

- Instant access to information will be demanded and available.
- Patrons require training in the use of library technology and general systems.
- Maximize the use of technology as a tool; use it appropriately and effectively.
- Copyright problems will arise from electronic transmission.

An increase in censorship issues can be anticipated.

Appendix E

Ruben Nelson

Address to the Alberta Public Libraries Futures Conference, Saturday, October 20, 1990. [The following has been edited from the tape transcription.]

Did you hear the interesting ambiguous note in the Minister's remarks to us this morning? On the one hand he said change is real; on the other hand there was almost an implied promise that it won't touch us, that we can maintain at least present resources. We really don't have to worry about it, because change is happening to other people. The promise was, yes, change is real, and though we live in the midst of that change, at least our resources won't be reduced — yet.

I suggest to you that much of our discussion during the day has swept back and forth as it did between Alex McPherson and Duncan Cameron. Duncan had a delightful time scolding us for even doubting that there was anything but a wonderful future, that we should be ashamed of our guilts and our doubts, that we should shake off our anxiety and go to the attack. And I suspect that in many of us there is still that residual prairie protestant sense that we get fired up by that, that we listen to those old preaching texts of "Arise!" and we do it.

And yet, we heard Alex McPherson who raised the kind of preaching texts that weren't heard often in the '40s, '50s and '60s, something like: "And Mary kept all these things and pondered them in her heart." We thought that used to be a text for Mothers' Day. We now know it's a time for bewilderment, and we are not really sure what's up. But before we go wandering off, we might use Joshua's strategy: walk around the city seven times to make sure we understand it before we attack the sucker. And then just get on with it.

You may recognize that the open, minor confrontation between Alex and Duncan was spoken to two voices within us. If you are following the cutting edge of understanding of multiple personalities and sub-personalities, it is really interesting and fruitful to think of many persons living within oneself. Certainly, I responded to both of those voices, for the question before us is: How are we going to respond to our own time? What's the frame of reference that we bring to the work we're going to do tomorrow?

If you had a chance to read today's *Globe* you will see an article on NATO that talks about a "sudden and troubling uncertainty." It's not this conference it's writing on, but it could well be. It talks about the Kingdom of the Cold Warriors. The unprecedented arrival at peace has had a disconcerting shock. But, you see, it's not just the Cold Warriors who are shocked by peace. We, in our own ways, get shocked by things. How do we move into the future?

Thirty or forty years ago, when I was a young person in Calgary before moving on to university in the late fifties, there were in Canada neither lobbyists nor futurists as a profession. Now, at its best, what futurists do would help us understand the dynamics of change we're caught in whether we like it or not so that we can dance with the new music.

Lobbyists, whatever else they do, are used as often as not to protect us from the vicissitudes of change; only *they* understand us — how important we are, how precious our work is — and we at least will get our fair share of award limits. As Brian Mulroney says, "Fairness is a turn at the trough, and the lobbyists are the ones who help us get there." And it's interesting that in the culture where we put our energy, you could put all the futurists in Canada — corporate and private — into this room and still have enough room for the rest of us to square dance, but you couldn't put all the lobbyists in this hotel.

Instinctively as a culture, we've known that the world is changing, but we've not wanted to deal with it; that Kubler-Ross's understanding of our resistance to facing up to hard things in our life — she did her work on death — applies to us in other things: that we may have feared our death and we're unwilling to face it.

And tomorrow I'm going to be asking you to get on with thinking about the next steps that can be taken in the library community of Alberta to help us ensure that we have a future that only we and our kids should be proud of. The question is: what kind of attitudes do we bring to that? We all know what it is like to be owned by the routines of our lives and driven by our investments. We also know that mere busyness won't do it, in the same way that niceness won't do it. Now nice is better than nasty, but "Have a nice day" is not a profound enough analysis of our culture to get you through the coming turmoil. So what do we do?

I suggest we rise up. Now in case you confuse me with Duncan Cameron, let me explain what I mean by that. If you talk to the folks at Shell Oil — not so much here in Calgary, although a little bit here, too, but more in Shell London which is where the world group is headquartered — you will find that they have four characteristics that they look for in emerging senior people, the people who rise to the very top of their organization. The one that is the most important of all is what they call "helicopter." "Helicopter" is that human capability that when you find yourself in the midst of a maze, when you don't know what to do, when you're trapped by the busywork, you have the capacity to rise up out of the situation and hover over it, because you know that you can get lost by just looking at all the trees and bumping into them. It's like the Alberta Cabinet right now who are running in bumper cars in a room about this size and having a lovely time pushing into each other. Whatever they're doing is not inconsistent with other direction, *vis a vis* the province. The sense of helicopter is that you get above it all, you see the patterns that are there and *then* you develop the capability to come back into a situation and cut into it in a way that is relevant and effective. It's a remarkable image. It's one that I find very powerful and very challenging.

Now what is the key to helicopter? It is not your data, which certainly is important, and not even your ease with seeing new patterns in the data before you; rather, the key to helicopter is your ability to reframe experience. The key is your ability to challenge your own frames of reference within which you both collect data and see patterns.

Let me give you an example of the trouble you can get into when you assume that you share a frame of reference with somebody and it turns out you don't. A couple of Catholic brothers were to attend this conference. Tragically, they were killed on the way here. So they found themselves, instead of at this conference — which has been close to heavenly — walking toward the Pearly Gates. But they found a long, long, long line that went all the way to the horizon — one of the beauties of the prairies is that the horizon is where it belongs: about a hundred miles away — and there on the horizon were the Pearly Gates. An old man was walking down the line speaking to people and eventually got to them. He turned out to be St. Peter, and he recognized the brothers immediately, for they were still in collar. He said he was glad to see them because they were in the family and they understood such things.

"Today, as you can see," said St. Peter, "there are so many people. We didn't expect them all. We can't process them all, so how would you like to go back to earth for awhile until we clear this thing up? We don't have to worry about you, at least."

The brothers replied that their whole lives had been spent waiting to get into heaven, but if returning to earth would be helpful, then that is what they would do.

"As a way of making it up to you," added St. Peter, "— it's kind of like being bumped by the airline — we have a special deal for you, that you go back to earth for that period in any role you want until we need you."

He looked at the first priest and said, "Father, what would you like to be?"

"I'd love to be a gambler. You know, all my life I've preached against gambling — except bingo. I'd just love to be a gambler!"

"You've got it!," said St. Peter, and the guy disappeared.

"Father, what would you like to be?," asked St. Peter, turning to the second priest.

"I'd like to be a stud!"

"You've got it!," said Peter, and off went the second priest.

Finally the day came when the line was processed. Peter called an angel over and said, "Remember those two guys we sent back? Go down and get them. We're ready for them now, we can handle them."

The angel asked, "Where will I find them?"

"The gambler? He'll be no trouble at all. He'll be at Vegas or Reno. He'll be the guy with the biggest smile on his face and the biggest pile of chips in front of him. No hassle."

"Yeh, but what about the stud?"

"That might be a little more difficult. He's on a snow tire somewhere north of Fort McMurray."

Let me suggest to you the trouble you can get into if you assume that the frames of reference you grew up with are the frames of reference that will last your whole life if you don't have anything to say about it. The good folks in this city that I love and admire in so many ways were given in the late '50s 640 acres of land in the northwest corner of the city — then on the edge of town — to build a world-class university. The interesting thing was that in the '50s if the credo was that we had a frame of reference that might be called into question, we just knew we should go do it. So we didn't even spend seven seconds thinking about what it was we should actually do then in order to ensure that on the 25th anniversary of the university when it had become an independent institution (which is next year, you may be interested to know) people would come from all over the world and ask us how we got to be so exciting on the cutting edge of higher education. Back then they said, "Hell, we know what we're doing. There's Arts and there's Science and they have nothing to do with each other, so we'll build a separate building for each." And those were literally the first two buildings on the campus. If you know Calgary, you'll know they used the old No. 10 Repair Depot as their architectural model.

And then we said we also know that the body has nothing to do with the mind, so we built a home for the body and called it a "gym." And then we said we also know there are libraries and because universities have to have books and they have to share them and they haven't enough for everybody, they built the library.

And the interesting thing in that building program, particularly with the first four buildings on the campus, is that every one of those assumptions has now been called into question. If you look at the cutting edge of the philosophy of science, you'll see how much creativity and an aesthetic has to do with good science. If you look at psychoneuro immunology and at work in cancer and in so many other fields you see the fact that — whether you like it or not — the body and the mind are deeply interconnected. In fact, the people doing the frontier research have come to talk of the "bodymind," and that to think of the mind as located somewhere in our head is an inappropriate image and that the mind is spread throughout the whole body and is involved in our cell structure right down to our little tippytoes.

The interesting thing is that every one of the assumptions that were critical to the foundation of the University of Calgary are — in my own lifetime, not several hundred years later — challenged and proven wrong. I want to suggest to you that that's hard on us. Most of us who are here are roughly between 40 and 60, and our generation is the cusp generation of a cultural upheaval and we need be honoured for it. We're often berated and beaten up — and I do some of that, too. But the fact is we also need to be honoured, because we're a cusp generation of a fundamental cultural change that our parents participated in hardly at all and that our children and grandchildren dance with far more easily. And we are that generation that got absolutely no training as children to lead us to believe that we would have to fundamentally change our minds about ourselves or our roles or the institutions of our culture. The fact is that we're finding that we have to do all of those things. It's no longer clear what it is to be a male. It's no longer clear what it is to be a leader. It's no longer clear what it is to be a library.

I would suggest to you that the '90s is the decade in which this thought which is at the same time both wonderful and terrifying is a thought that will come to be commonplace among us. It is a thought, interesting enough, that has to this point in our lives emerged within us and is there even as some of the excitement of this conference in saying: can we really believe it? is this really true? I try to think it's true. Alex McPherson named it clearly. The interesting thing is that in our guts, most of us know that it's true. Most of us, virtually every one of us in this room, have experiences that in some way or other — it tends to be with fairly intimate parts of our lives — we have worked through to new frames of reference in ways that are important that twenty years ago we wouldn't have dreamed of doing: in ways that we relate to our kids, in ways we relate to those we call our "loved ones" and "lovers."

The interesting thing is that through all that time we have fought with our institutions and assumed that those bastards would never learn. And what is just beginning to glimmer — and this is my own 10-cent

prediction as a futurist — is that the '90s will be the decade in which we come to insist that what we have learned about ourselves as human animals and the way we want to relate and be supported and the reason that this funny little conference committee had such good fun together but also did some amazingly good work and therefore something which breaks one of my models as a prairie protestant: I didn't think that you could laugh and work at the same time. Some of you might recognize that.

The fact is that we now know on the inside something about the new set of realities and sense of ourselves that we are coming to insist that we take publicly. And the '90s will be the decade in which we will recognize that the most fundamental work of our generation is in reframing our experience so that we literally reshape our institutions to fit our schedule.

Let me tell you about that wonderful intellectual, Herman. Some of you may think that as a Queen's graduate, that's what you should get out of Queen's: cartoon characters. But I've done some research and I've learned that his full name is Herman Von Lichenstein, and he's a great intellectual. He just masks it in order to sell his stuff. There is one particular cartoon in which Herman is in his automobile, and there's a motorcycle cop with one foot up on the running board, writing him a ticket. Herman is going through this experience quietly and musing, he says: "My great-great-grandfather used to be in your line of work. He'd wait in hiding for unsuspecting travellers on a lonely stretch of highway, and he would leap out at them and demand money. He got 30 years."

Now the thing that makes that fun is the fact in much but not all humour the punch line is not in the same story you thought you were in up until that point. My suggestion to you is that it is slowly dawning on us that — and you don't have to scratch our kids as hard as you do us to get them to believe it — we're not a culture in the story we thought we were in. The story we were raised in is that we were a part of an industrial, progressive, reasonably tolerant technologically oriented culture and that we would continually get better at it: we would become more progressive, more technologically competent, more tolerant but also staying within that frame of reference which we would think of as the industrial way of living on the planet. And while we were saddened by it insofar as we thought about it, we also deeply knew that there wasn't a snowball's chance that any traditional culture would continue to live as a classic traditional culture for another hundred years, because soberly and incoherently, they're becoming like us. We call it development.

The thing that we're out of touch with is the fact that we, too, are going through that kind of upheaval and there's not a snowball's chance that we can live as a classic industrial culture for another hundred years; that whether we like it or not, if we have a future, it's with a fundamentally different identity. And I suggest to you that at one level that's about as threatening to us as it is saying to a ten-year-old: "You have no future as a child." Ten-year-olds by their nature know that they're going to get bigger, they know there are adolescents in the world, and it's part of their understanding that they don't like them. We haven't developed that capacity to see ourselves as having taken on a cultural identity. It took us about 800 years to do it the last time. We are in the process of shucking off the old one and taking on a new one.

I suggest to you that the deepest crisis in Canada and the crisis that bedevils us at this event is the crisis of the story we are in. That we used to think we were in the story of a progressive, industrial culture marching on to the horizon forever. It is beginning to dawn on us that that isn't true. It's not true for environmental reasons; it's not true for economic reasons; it's not true for our own psychological reasons. But we don't know where the other shore is. I think you can see this, not only in our discussions here, but I think you can see this in Canada.

Many of us here were raised with the story that Canada was basically rich and that we were that part in the New World keeping the best of British traditions and meeting our own needs and carrying on until we discovered over the past 30 years that large numbers don't believe that, won't believe it. So we made that story unbelievable and tried to put in its place another story. I suggest that whatever Meech Lake is about it's about the fact that we all know the second story is unbelievable as well. And so it's left us with no story. It's left us in the position that Duncan Cameron would put us in that we're nasty people if we admit to our doubt. Because if only we

would trust our leaders and obey and be loyal, all would be well.

In our guts we know that we have in our experience moved on to a new map in a new place, and that the old map and the old world and the old mind that fit the old map in the old world is no longer ours. And that we won't go back. It's terrifying because we don't yet have the public acknowledgement that we're doing this together the way that makes it all right for us. We certainly don't have leaders who would as yet say to us: "I can't do it for you, but together we can work at this transition." Every political party in Canada — left, right or centre — wants to make one and only one deal with us and that is: "Elect us and we'll make the Industrial Age work for you." The left-right distinction is *within* the industrial framework, not about it. Should a Reform Party of Alberta arise, would it be trapped in that same model or would it be beyond it?

Should a vision appear for the future for the library community of Alberta, will it be a vision of better industrial libraries, or will it be a vision of post-industrial libraries? If you read nothing else, read pages 19 and 20 of the *Rainbow Report* of the Premier's Commission on Health Care because those are the two critical pages, in my judgement, where the scab is peeled off this kind of discussion. They say things like: " What we've learned as a Commission is that it is no longer good enough to do better what Alberta already does well." That the task is one of transformation and not merely improvement. That the system which has been widely understood can't be held together much longer, and therefore we had better face up to the fact that we're already in the transition to a post-industrial future whether we like it or not. We had better learn to work at it. We here in health care but also you can hear the plaintive call of: Is there anybody out there in Education? I there anybody else out there in Libraries we can join hands with and tell stories with?" And then they say: "Whether we like it or not, we have found that we can't spend our way into the future. We have to think our way there."

The family is an interesting model, because one of the things we learn from our kids is that they become adolescents, with or without our permission. It's not as if we give them our permission and then they do it. It's much more like being pregnant: reality happens before consciousness catches up with it. You're pregnant before you know you're pregnant; your kids are adolescent before you know it. And in both cases system upset is a mark of the event. Or, to think of another image, put yourself in a canoe on a quiet day on Gull Lake. If you have a reasonably good stroke, you can put your head down, point your canoe and literally paddle for hours and never have to raise your head and eventually get to your destination.

But what if Gull Lake drained out in a mighty roar of white water? When you lift your head and find yourself canoeing on white water, it is absolutely dumb to say: "I am so busy with the white water, I will just put my head down and paddle." If you want to survive white water, you have to get your head up, read the river and connect what you're learning to what you are actually doing at the moment. You don't have to think you can change the river, but you do have to know that what you contribute is a determinant of whether or not you survive and even whether you have a good time at it.

I suggest to you that that's where we are. You can have a misperception of the title of the conference (Planning Change Together) which can sound kind of prissy-like, that is, if we want to do it we'll do it on our schedule when we're ready. I want to suggest to you that the '90s aren't going to be like that. The '90s will be like discovering we are canoeing on white water and learning to talk to each other about our experiences. The interesting thing is that there are all kinds of people in the culture already doing it.

The next time you are down visiting the Halifax library, visit the Pratt Whitney plant outside Halifax which is a most remarkable industrial institution. They make very finely machined airplane parts. One of the things they've done, for example, is to hire only people out of high school because they know if you have already had a job you're ruined, you don't know how to work. They don't want people who either think in management terms or labour terms. They are beyond both management and labour. When I tell unions that, they are glad they are beyond management; and for the others, it's the reverse. The fact is, that in that plant, they are developing quite fundamentally different relationships.

You have those kinds of things in your own life. If you look at NATO, the same thing is going on. As Jeffrey Simpson mentioned last night, British Columbia is without doubt the most exciting place in education in Canada. They're revolutionary, because they're saying whether you like it or not, we're going to judge the outcomes of the educational system by extra-system criteria.

We all know that most of our systems, including the library system, are large enough that if we do well within the system, then we make it to the top. It doesn't matter what happens outside. It's certainly the way the bureaucrats in Ottawa behave. You can have a wonderful life and a wonderful career and never make a damned bit of difference to Outlook, Saskatchewan.

What they are saying in B.C. is that the education system will be judged on whether the people who come out of it can be reasonable facsimiles of responsible citizens in a changing world. If they can, they've succeeded; if they can't, they haven't.

They've also said that that's going to require a far greater integration and therefore that integrating the curriculum at the primary levels is going to be easy and at the secondary levels is going to be hell, because our whole vested interest, like the Dewey Decimal System, is in having a chunk of the world and mastering it. That has bad implications even for the way we catalogue books. If we can't cope with it, it's going to be troublesome.

Let me do a little test. How many of you have heard about the Premier's Commission on Health Care? You knew that there was one. How many of you actually have read the report? Now, most of you are in the position that you know about it. I want you to get in touch with your most authentic voice as opposed to what you think I might want you to say. How many of you really, honestly have a positive image of what that whole exercise was about and think it is going to be important to Alberta? How many of you have a negative impression of it?

The interesting thing is, in asking that question, we can see that since the *Rainbow Report* came out, most folks know about it, almost nobody's read it, and the impression is overwhelmingly negative. I suggest to you it's because what the Commission tried to do was help folks wrestle with frame change and not just tidy up within known frames of reference. It's something I think as we look back on the '90s from the year 2005, we will discover that this decade was about a lot of noise and activity involved with learning to live within new frames of reference and with all those implications.

There is just too much data and too many patterns that won't fit the old frames. Let me give you one little example. The data is just as with the NATO thing where peace throws the framework into a cocked hat. Our normal understanding of the separation of mind and body is upset when we understand that the different personalities of people with split personalities have different biochemistries, that in fact there is some kind of connection between mind and body that Descartes didn't ever understand and we have simply not believed.

I'll give you another example. I sometimes speak to hospital administrators. The same questions might be asked of library administrators. I ask: How many of you are feeling financial pressures? Of course, every hand goes up. Then I ask: How many of you have prayer circles to alleviate your financial pressures? ... Precisely: giggle, giggle, giggle. What's this about? This guy's gone bananas! And then I talk about the research that shows that people who have heart attacks, if they are prayed for, even when they don't know they are being prayed for — and it does not matter what the structural tradition is in which the prayers are offered — heal faster and have fewer complications than those who are not prayed for. If the evidence is true, once you are hurting enough, you'll begin to believe it. And I say the only problem is we're not hurting enough yet. And like most prairie protestant liberals, we'd rather die than be embarrassed. Embarrassment is the arch sin.

Let me give you another example: Tuzo Wilson, one of Canada's most decorated scientists, one of the people who worked on refining and articulating the ideas from the 19th century into the now common understanding of the earth's tectonic plates, the action of which is responsible for earthquakes. Last year, at the time of the San Francisco earthquake, nearly every television station featured computer diagrams of how that worked with the North American plate moving above and north of the Pacific plate.

Tuzo Wilson will tell you that in the late '50s when he was a young, bright scientist articulating these ideas, even the scientific community would not invite him to conferences to talk about them, because they didn't want to be embarrassed and be seen with him in public. The scientific community knew that while many things change, the shape of the earth was not one of them. The question this raises for us is what else do we know — DO WE KNOW — like the scientific community thirty years ago knew that the shape of the earth did not change.

I am trying to set us up for our work tomorrow. Let me just reflect for one quick minute on the nature of work. I wrote a paper on the nature of work for some of your tax money some time ago. One of the things we do in philosophy is reflect on some of the different senses of work. One common level of work is force through distance. Another sense is as in working at my golf game, that is, focusing attention on something. In that sense, this conference involves work. And it also means going "to work," having some form of employment, or the sense of having work or steady employment. Another sense of work is of the role we play: I am a librarian. Then there's the sense that we tend to talk about after our work has broken up, or we've had a heart attack, or something like that, and that is the sense in which we get in touch with the work of our life. And there's another sense that we have lost almost entirely in our culture and that's the work of our generation, the work of the human animal on the planet. What is it that we are most deeply *about*?

One can see these senses of work almost as concentric circles. The proposition that I offer you to think about tonight, as you do your own work, in that second sense, in the dark hours before the dawn, is that when cultural workers do not have a wider sense of what their work is, it is almost impossible for people to find and make meaningful their individual tasks. Not only is busyness the result but also increasing numbers of suicides.

We need to be serious again, but we need to set the work of the Alberta library community and the future of libraries in the context of the work of Albertans, in the work of Canadians. So let us look at the image of Alberta becoming what I would characterize as a fifth generation society.

The first generation was by far the longest, roughly three and a half billion years in which the province was here and we weren't. There was a certain priority to the land. Sometimes it was under water, sometimes above, sometimes hot, sometimes cold. The second generation was when animals began to live here for the first time roughly between ten and twenty thousand years ago. We may argue with the numbers, but with every passing year the numbers get pushed farther back in time. And it's interesting to remember that all of us who are now here initially came from some other place. That's as true of native people as it is of us. If you go back far enough, every one of our forefathers came from some place else.

The third generation is the time we're more familiar with when Europeans began to make a decisive impact on Alberta from roughly the 1870s to the 1930s and when our ambition was to be a world-class agricultural society. And we did it. We grew the best wheat in the world and sold it to the world.

Then times began to change, through the Depression, through the Aberhart but especially the Manning-Lougheed years in which the unspoken work that we were about as Albertans was to earn our place legitimately at the table of industrial nations so that we were recognized as a player. To earn our place, to be there not just as growers of wheat but as players in the industrial world. And we did it. And now there is that gnawing sense that intuitively we know the job is done and like our forefathers in earlier times, that our task is to pioneer the next stage of life rather than merely refine the last.

One of the things that fascinates me, having been out of Alberta essentially for 30 years — I have kept up contacts, but I haven't lived here as a confirmed resident — is an impressive deep respect for Peter Lougheed but the absolutely widespread intuitive sense that he's not the person we need for the '90s. My sense is that it's a new time but we're not sure where it is.

It would be interesting to see the work of Albertans and the work of the library community in helping Alberta become the first jurisdiction in North America to openly embrace the journey from an industrial to a post-industrial society, basically a society that is fundamentally focused on its citizens raising and supporting each other so that we can learn to

participate totally and joyfully as co-creators of our lives. As Alex said earlier, folks want in to their own lives.

It will helpful to remember some of the things that we need to travel by. One is, as Bill Wilson (a B.C. Indian Chief) said July 30 this year on the CBC News in relationship to Oka: "They (our leadership in Canada) must stop trying to make history and start learning to listen to it." That presents the interesting image of the wrestling that all of us go through as parents of adolescent kids of finally stopping trying to make them into our image and learning to support them as they are. It's the shift from being change agents where we see ourselves as bringing change to those who will not change, which after all is an image which, ironically, is implicit — although one would have to be careful when talking about it as Cameron's image — in being an agent of change. That is, we understand that there is change afoot in our own life and our culture that we do not fully comprehend, but that we can learn to listen to and make friends with. Our task is not to make change happen where there is no change, but to recognize it where it is and nurture and support it, and water it and whatever else. It means that there is a different quality we need, then, to recognize who are allies and who aren't. One wants to be careful about just rushing off and lobbying.

It means we should learn to expect turbulence — just like when raising teenage kids. The thing about teenage kids that is interesting is that we know that from all sorts of points of view it is not a great time. On the other hand, the reason we put up with the little bastards is that we know that it is part of a story that is fundamentally a good story, that they are going from the dependence of childhood through this crazy time, which in some sense seems to be required of everybody, to become reasonable facsimiles of independent and yet trustworthy human beings. And if it weren't for the story line, we'd abandon the project. It is that story line, I suggest to you, that we desperately need.

We should learn to expect that we ourselves will be changed. Wilbur Cantwell Smith. How many of you know that name? One? Two? One of the reasons you can tell that he is an absolutely world-class Canadian is that most of you haven't heard of him. Wilbur Cantwell Smith said, in a private letter to me: "I've spent most of my life endeavouring to understand ways of living on the planet fundamentally different than the one I inherited. The conclusion to which I have come is that if one is to understand a way of life that is different from one's own, especially if it be profound or humane, one must oneself become a different sort of person."

Our story of the future is like that. The thing that I have learned is that if you want to understand a way of living fundamentally different from the one that you traditionally learned, then you yourself have to become a different sort of person. If you're not open yourself to becoming a different person, and growing with it, then it won't happen.

The interesting thing is, though, that if we look at the polling data as well as our own experience, the overwhelming experience of North Americans in the '70s and '80s, in particular, is that we have been growing with new realities. We just haven't learned yet to take them public. We also know that it takes time. It's useful in raising kids and getting mature yourself. At 51 I'm beginning to hope for reincarnation so that I can finish the job.

So I offer you the image of what I characterize as "vision-guided incrementalism." It cuts through the debate of the '60s as to whether we should do long-range planing or incrementalism. It's much like having small children: you're going to be with these kids and the tasks and the work that you're doing with them. Basically that means one damn thing after another — running noses, snowsuits on and off and all the rest of it. Living life is like that. We can't abandon those little tasks, but we do need to set life in overarching ways. So the other image I offer you is "nested transition strategies." It's all mothers know about management. There's a book there if any of you want to write it. Mothers know the point is not just to get the little bastards into bed tonight, it's to get them into bed tonight in a way that they're willing to face the dentist tomorrow as an adventure and not in fear and in a way that is set in the next year of their life and that year is set within a 25-year project.

Are we in the library community willing to take on a 25-year project to learn to become what it is we need to become in order to do what we need to do?

And finally — and in many ways it's the most sobering thought of all for us as we move into a fundamentally different sense of ourselves and our place in the world — we have to give up what in the women's movement has come to be talked of as the Cinderella Complex. In my experience it every bit as much applies to men as to women. It is that sense of poor us sitting in the ashes. If only "they" would give us permission, if only "they" would save us, if only the Minister would love us and attend to us, if only Prince Charming would come, then all would be well.

Whether we like it or not, if we look around this room we see the people on whom the future of libraries in Alberta depends. It's not Doug Main. It's you and I. Whether we like it or not, we're as good as it gets. There's nobody better in Alberta, and if we don't do it, it will not be done. And I don't know about you, but I find that most terrifying but also exhilarating. It almost means that it could give us a reason to get out of bed in the morning to go back to that office and do those things.

As we learn, then, to understand what is occurring both within us and around us, we can get in touch with new understandings of the world we are a part of and new understandings of ways of relating to each other and put those together. The adventure of the '90s is to go public in a very different style than in the '60s.

I commend these kinds of thoughts to you as you think in those hours between sunset and sunrise at the beginning of this, our second day. Or to change to a different spiritual condition, there's an old Buddhist aphorism that says: "After enlightenment, the dishes." I will see you here tomorrow morning, and we will get at the dishes.

Appendix F

The New Agenda

Issue 1

Effective Communication

Issue: Effective communication is essential to our survival. We have much to learn and much to share. For example, learning to listen, developing marketing strategies, developing effective advocacy plans, convincing funders we are a priority; staff-to-staff, staff-to-board relations; communications with patrons.

Elements of Communication:

- shared understanding
- role clarification
- clear definition
- common goals
- awareness of the points of view of others
- consensus
- articulation
- research / planning
- monitoring
- evaluation

What Can Be Done About This Issue?

1. A *person* can be assigned to look after communication.
2. A communication plan can be prepared by the *group*.
3. Press releases can be used.
4. A variety of communication methods can be employed.
5. An orchestrated thrust — coordination — is required.
6. The importance of good communication must be recognized at all levels.
7. Employ targeting — identify needs, promotion.
8. Stress the communication of meaningful services.
9. Budget: Effective communication requires allocation of time, resources, and energy.
10. A commitment must be made.
11. Endeavour to communicate within as well as outside the library community, e.g., to council.
12. Be involved in continued research, evaluation of services, promotion.

Who?

Local

Board
- priorities
- commitment

- plan
- assign responsibility
- monitor
- evaluate timelines

Staff

Friends / Movers & Shakers
- recruitment

Patrons

Regional

System Board
System Staff
Local Board
Local Staff

- plan
- assign responsibility
- monitor
- evaluate

Informal Regional Networks

- plan
- assign responsibility
- monitor
- evaluate

Provincial

ALTA, LAA, APLDC, AALT, ACLS — > Marketing Task Force

Spring 1991 (Jasper) — Need for funding and support for implementation of provincial and local marketing plan.

Offering

On Monday morning:

1. Make a personal commitment to review, revise and implement a policy regarding communication / marketing / PR.
2. Plan for board and staff to increase knowledge of communications / marketing / PR (e.g., through reading, discussion).
3. Choose a project and complete it and share it by reporting to the conference committee within three months.

The New Agenda

Issue 2

Defining the Library of the Future

Issue: We used to be clear about what a public library was and did. We are no longer clear about what a library is, either from a philosophical or physical viewpoint. The library must be redefined at every level. What must we do to clarify our identity and roles to meet future needs?

Considerations in the Defining Process:

- What is our current role? Do we do it well?
- What are public perceptions of our role?
- Can/should libraries be all things to all people?
- Special interest groups are growing.
- There are library and community duplications of services and programs.
- Can we define the dream, the vision?
- The defining process must involve more than the library community; include educators, scientists, artists, etc.
- We must re-examine our foundations, our history, our society in the process.
- Are we a cultural museum? — an information centre? — a life-long learning centre? — in what format? — isolationist or relationship centered?
- What is our alliance with schools and the performing arts?
- What is our role in the service industry?
- A judgement must be made re: what will we do? when? for whom? under what auspices? what delivery system?
- Is our role one of access or leadership?

What Can We Do About This Issue?

- A definition is essential to our vision.
- Determine what the marketplace wants (needs assessment).
- Attempt to define the public library.
  - Use extant guidelines e.g., ALA
  - Take a fresh approach.
  - Determine the vision.
  - Determine what we don't want to be.
- We can lead the process but who derives the input?
- Determine and utilize spheres of influence.
- Utilize our expertise to determine the nature and extent of our role.
- Clarify our position as a service industry. Is our role passive or active?
- Establish more and better communication between the library and its users.
- What is the scope of our customer list?
- How do we balance any of the answers?
- Does every community need a public library?
- The VISION must include all the library service providers and users and access the opinion of the non-users.
- A framework of *ownership* and cooperation must be created.
- The library of the future may not be in one place.
- Librarians and trustees must be the futurists.
- We must attempt to prioritize needs over wants.
- Librarians must be seen as leaders.
- Libraries must be user-friendly.
- Who should we be taking to?
  - various levels of talk/analysis
  - regional → provincial → national
- Identify the *barriers*.
- Re-examine mission statements, strategic plan models. Examine the political fact.
- Determine what is/should be the relationship between academic libraries, school libraries, special libraries, public libraries. They have a similar resource base and a similarity of needs.
- Examine the notion of the "virtual library."

The Vision:

- See as a series of "growth" rings.
- Build the vision *with* Albertans.
- Create a strategic plan through environment scanning.
- Employ continual feedback, evaluation, revision.
- Allow room for uniqueness.
- Our cooperation must include an "information highway":
  - national level → provincial → regional → local
- Will the basic structure be the same?
- Utilize windows and targets of opportunity, e.g., Min. of Municipal Affairs; Local Council re: Local Development.
- Address the notion of change!
- Address demographics, e.g. visible minorities.

Action:

What?

A. Organize a "white house" conference that brings the PEOPLE into the determination of the vision.

B. Organize a task force of "owners" of information to discover what is available, the dreams/visions, etc.

Who?

A. LAA / ALTA / LRC

B. A group of Idealists / a group of Pragmatists

C. Individual investigation. (We need to define our language!)

D. Talk to our neighbours who have done this. Do we as a profession prescribe?

Strategic planning is the future!

The New Agenda

Issue 3

Taking Responsibility for the Context

Issue: It is no longer good enough to allow, let alone expect, others to shape the context in which we find ourselves. We must learn to participate with others to influence the emerging shape of society. How do we do this?

Needs:

- for information, understanding and empowerment;
- to identify what/who is changing society to "post-industrial" and who is controlling the change;
- to pull people together rather than separate them;
- to analyze context/structure/issues;
- to share "what works."

The Vision:

The library is
- the centre of special interest groups.
- the humanizing influence. (In some ways, we **are** all things to all people.)
- interdisciplinary and multidisciplinary (although many people don't realise it).
- a forum for the discussion of issues.
- a source of information on both content **and** process.

Directions for Action:

- Just do it! *Everyone* submit briefs, get involved. Don't let libraries be marginalised.
- Take the responsibility. *Boards* must make sure the public realise that libraries *have* a role in social understanding and change.
- Establish a power base. Analyze and support; provide the "hub."
- Tie into movements. The joint marketing task force clarifies the message.
- Ensure that board policy reflects the vision.
- Associations must work together more. Establish a joint newsletter; share information more; report back from conferences; share more professional development; share "what works."
- Identify issues; analyze; inform. Empower individuals: libraries → users; associations → members.
- Serve the needs of *people* rather than libraries.
- Make the library the focus of intellectual *excitement.*
- Get outside libraries. Attend conferences that have *nothing to do* with libraries. You will be surprised by the common themes and the new needs for your help.
- Identify other agencies. Form a social action database of those involved in similar activities.
- Focus on the **process** — the process of social change and cooperation, the things you need to know for everything, e.g., board skills. Bring understanding of the process to the community. Identify strengths of staff and collections for purpose. Aim programs in this direction. Give workshops.
- Form an of Association of Executives who meet to identify commonalities and joint strategies and join forces to work on the means rather than the ends.
- Request ONE publication for all (Alberta Culture to lead): libraries, writers, visual arts, performing arts, etc. Include a focus on *Trends & Connections.*

Offering:

There are two ways to be active:
- empowering libraries;
- empowering individuals (patrons).

Libraries:
1. Formulate, articulate, adopt a policy.
2. Use associations to best effect.
3. Use existing board; develop opportunities.
4. Refine communications, e.g., joint newsletter.

People:
1. Identify resources in collection, personnel.
2. Take an active role in getting to the public — workshops, etc.
3. Further enhance libraries as a "new campfire," a forum for issue discussion.

The New Agenda

Issue 4

Coming to Grips with Our Changing Context

Issue: Being effective requires our accurate understanding of our changing situation and the forces shaping it. How do we learn to read the signs of the times and their implications for libraries (e.g., economics, technology, demographics)? How do we learn to think creatively outside our normal assumptions?

1. *Examine* the situation to get a clear picture of *where we are now.* Many areas which impact libraries and society in general are changing, and it will be helpful to gain a better understanding of where we are now. Much of this will involve assumptions about libraries and society in general.

Assumptions (both internal and external to the system) which should be examined include:

- Is bigger better?
- Do we need to add to service?
- Do we buy things just because they are available?
- Are the **needs** real or imagined?
- How do we detect small changes which are part of bigger changes?
- Why do we do what we do? Is the influence cultural? — economic?
- Will libraries always be there? If so, why are they in our communities now?

2. *Identify the indicators of change.* We may first have to collect information on many indicators and then determine the ones that impact libraries (i.e., determine patterns, etc.). Study the family, economics, education, societal beliefs, political beliefs, attitudes, leisure time, demographics, etc.

   We have to ask the right questions. We must look at the planning done by other agencies and share that information. Communication among libraries would be helpful, e.g., the impact of one area on another.

   Problems may only be perceived (by some).

3. Determine the impact of change on the library. Form partnerships with other agencies. Determine the **purpose** of the library.

4. We must *seek help* to read the signs of change. We must grow so that we can look at ourselves objectively as reflective practitioners.

   We need to be ready for the **chaos** that precedes **rebirth**.

5. The *dreamers* must be seen as having an important function on a Board. Doers are acceptable; Dreamers should be as acceptable. The entire system must buy in to the thinking process.

6. Libraries must make an effort to be more caring and focus on *service to the public.* Our real "business" is service.

Directions for Action:

Who?

- WE: stakeholders, staff, board, provincial bodies, patrons (also non-users), partners, APLDC, ALTA, LAA.
- The process must constantly examine what we should do.
- Communication between/among groups is significant.
- Every job is a valued job.

What?

- A small group will need to identify the indicators of change.
- We must hold workshops with other groups to focus on the delivery of service in times of change.
- Develop a plan for Alberta.
- Include a session on Creative Thinking at a coming conference (e.g., ALC – Jasper).
- Identify "context of excellence" so that others may learn from their successes. An ideas/skills bank may be helpful.
- We need the freedom to be creative, but we need the structure to bring creativity to fruition.
- Look back at the "imagine" campaign.
- We must NOT stifle creativity.

Cost?

- Financial costs are difficult to estimate.
  - Workshops will cost.
  - There will be a high personal cost.
- The people are in place.

When?

- Begin immediately!

Results?

- Paradigm shift
- New approaches

Welcome Chaos!

The New Agenda

Issue 5

Funding Sources for Library Service

Issue: The social reality is that additional public (i.e., government) funding is unlikely. Librarians and trustees must take responsibility for the revenue side of the ledger as well as the expenditure side. How, then, will public libraries obtain the money to fulfil their roles (e.g., public funds, corporate fund-raising, private donations, fees for service, marketing products, etc.)?

Types of Funding:

- Public: income tax, municipal, provincial, federal, school boards, money
- Corporate: goods and services, tax receipts
- Private: contributions, sponsorship
- Lotteries
- Fee for service
- Marketing products
- Special interest groups: service clubs, recreational groups, professional groups, foundations

Basic Premise:

That government funding for basic library service must be as secure and equitable as funding for education.

That Libraries should be included in rural revitalization plans.

Who?

Existing groups such as ALTA, LAA should continuously lobby government with these principals in mind.

How?

1. *Lottery funds* should be used to complete the establishment and capital costs of Regional Library Systems.
2. *Lottery funds* should also be used for the building of new libraries and capital debt reduction. This funding should be lobbied for by the existing lobby groups: ALTA, LAA.
3. *Alberta Library Board* will devote a session at the Jasper Conference to innovative fund raising and disseminate this information throughout the library community.

   Time Frame: immediately!

   New lottery licensing will be reviewed in the spring. Individuals should lobby their MLAs.
4. *Local trustees* must pursue innovative forms of funding at the local level.
5. A *task force* should be established to consider fees for service and to make recommendations to the library community at the Jasper conference, 1992. The planning committee of the "Futures" Conference will establish the task force.
6. *APLDC* share the results of their Nov. 16 meeting on funding with the library community.

The New Agenda

Issue 6

Understanding and Using Technology

Issue: Librarians and trustees must understand the opportunities and threats inherent in emerging technology. For example, implications of new formats; products with massive memories and products which can serve our public in new ways must be understood and exploited.

Connectivity

Who?

APLDC
LAA
AFLA
Individual libraries
ALTA
AALT
Library Services Branch

What?

Libraries must first make clear, clean connections with one another, and then use Alberta Culture at a second level.

Who Will Do What?

APLDC: education, leadership, focus goals

ALTA: education, leadership, focus goals

LAA (Technical Interest Group): education, leadership, focus goals

AFLA: financial support

Alta. Culture: facilitate

Individual Libraries: make connections

Time Frame:

APLDC: Start discussion in Nov./90. Identify goals and opportunities by Nov./91.

ALTA: Start educational process in Nov./90. Endorse APLDC initiatives by Spring of 1992.

LAA: Offer session on connectivity at ALC in Spring 1991. Offer more workshops and small group sessions in 1991-1992. Use Newsletter.

AFLA: Establish Connectivity as a priority. Review mandate in 1990, funding in 1991.

Library Services Branch: Provide present and future encouragement. Remove obstacles. Work with other departments.

Individual Libraries: Be ready to participate.

Costs:

Costs will be borne by individual libraries.

Some costs may be passed on to the users.

Results:

1. Informed decision making
2. Examples of connectivity
3. Endorsement of concept and goals
4. Enhanced resource sharing
5. Competitive edge.

Follow-up and Commitments:

1. Introduce topic to APLDC in November.
2. Introduce topic to LAA and ATA / LRC in November — and newsletter
3. Introduce topic to ALTA in November — and newsletter
4. Disseminate conference results to larger library community.
5. Include Connectivity as a topic at Jasper Conference 1991.
6. Introduce topic to AALT. — newsletter
7. Introduce topic to FLIS at U of A.

The New Agenda

Issue 7

Using Partnerships to Increase the Impact of Public Libraries
1 + 1 + 1 = 5

Issue: Continued success of any organization depends not only on its own capabilities but on alliances with other groups. By taking a proactive role in developing partnerships within the community (however broadly defined) public libraries can increase their relevance and influence and establish a broader base of support.

Note: The large number of delegates interested in examining this issue necessitated the creation of two study groups whose resultant analyses of the issue are dealt with separately.

First Group

Concerns:

Who can we affect to *broaden* our scope/outlook?

- to the entire community
- to meet not only **our** agenda but also **theirs**
- through enhancement rather than competition

How can we get more results with the same resources?

- with each doing what they do best
- with more recognition

What Can Be Done?

- Network among libraries.
- Liaison with traditionally non-library groups, e.g., sports clubs.
- Work with Recreational Department, Further Education Council, community groups' directors' councils.
- Approach business, Chambers of Commerce. Set up a communication system among the various agencies, e.g., regular memos, bulletins.
- Use library users who have access to structures that allow them to become advocates, e.g., Friends of the Library.
- Involve people who already have connections. Note: We don't want to *duplicate* what is already being done. We don't want to burn people out.
- Increase visibility. Do we send out people as observers or with specific tasks?
- Actively pursue and promote partnerships — "What can we do for *you*?" (e.g., baseball display)
- Become involved in community advocacy.
- Acquire materials relevant to specific groups.
- Encourage groups to donate materials on their specific interest for all to use, then actively work with those groups to have the material used.
- Encourage community groups to meet in the library and plan their programs around library resources.
- The Library should serve as the "community information contact" by telephone.
- Encourage the community to use the library to advertise their activities.
- Outreach through displays.
- Publicize coming features/events.
- Share resources with school libraries and maintain a constant liaison with schools to meet their coming needs.
- Invite comment and public input.
- Get out of the library and into the community, e.g., attend trade shows, farmers' markets, etc.
- Use themes with popular appeal.
- Maximize scarce resources; avoid unnecessary duplication.
- Encourage schools to diminish fiction so students must attend public library to obtain it.
- Invite school classes with teachers to library; send library staff into every classroom.
- Offer free library cards for students.
- Keep abreast of curriculum.
- Encourage parents to attend story hours.
- Take interest-specific book displays to community meetings.
- Share displays with local merchants.
- Fill a proactive role: sponsor forums, initiate meetings, coordinate community activities.
- Educate the public on the limitless possibilities of libraries.

Who?

- Toastmasters group
- Library staff
- Library trustees
- Volunteers
- Other community group leaders and administrative personnel
- Agencies such as Alberta Culture
- Regional library systems
- Other libraries
- Program delivery people from other groups

Costs:
- Staff time to attend non-library meetings, memos, reciprocal information exchange, making community contacts, etc.
- Staff training
- Trustees' time
- Needs assessment time
- Board time to develop new policies
- Networking: telephone, transportation, postage, etc.
- Systems establishment
- Telecommunication
- Automation
- Future conferences

Who Pays?
- Library: for conferences and the basic costs of librarians and trustees.
- Government: for larger programs (may not be available in future).
- Public: donations of money and materials for specifics.
- We must look at the value attained for the time and money expended; it's all tax dollars in the end.

Who Will Do What by When?
- Librarian and staff will make initial, *immediate* community contacts by phone and mail.
- Staff and trustees must define/set up the structure and define job descriptions (*6 – 18 months*).
- Staff and board will compile presentation materials.
- Everyone will state goals:
  - Librarian: "By May, I will have contacted 6 community organizations, attended their meetings, reported to my board and reported the results of efforts to the Jasper Conference."
  - Trustee: "By January 1, 1991, I will have initiated board discussion to set policy on inter-agency interaction, and I will have contacted all the other municipal agencies to determine the changing needs of our community."
- Advocacy. Trustees will actively promote the library at all community functions. Within 12 months the specifics of advocacy will have been included in a new plan of service.
- When the needs assessment is done, the board will look at budget and/or funding sources to assign required dollars to specific inter-agency actions (by end of 1991).
- Regular newspaper columns (board, staff or volunteer) initiated by Nov. 15/90.
- *Everyone* is to talk to 5 library patrons or potential patrons per day (staff) — per week (trustees) — about what is available in library.

Desired Result:
To remain viable, libraries must make themselves indispensable for quality of life, as a necessary adjunct to society, for the public good.

We wish for the entire community to share its community resources for maximum use. The library is to be perceived as indispensable in the sharing process.

The library, in co-operation with other community agencies, each doing what they do best, will work to achieve better results in meeting the needs of all facets of the community through shared resources.

Second Group

Problems:
- Youth Services — schools and public
- Recognizing possible partnerships
- Agencies we compete with for funding
- Shared resources, e.g., health clinic, environment
- Involvement in advisory boards / community organizations
- Use of media
- Forming liaisons with clubs and interest groups
- Developing closer ties with councils, Chambers of Commerce, etc.
- Identifying community decision-makers
- Information gathering: what's already in place? — who's involved?

How?
1. Identify potential partners.
2. Hold and attend Workshops.
3. Establish commercial service group.
4. Get commitment from decision makers.
5. Share ideas.
6. Board members can approach other groups.
7. Friends of the Library — ALTA can sponsor a workshop.

Who Will Do What?

1. Workshop on community partnership development: Pilot Project Spring or Fall 1991, Yellowhead Regional Library.
2. Strike committee to prepare state-of-the-art report on cooperation among libraries with the hope that a proposal for further inter-institutional cooperation will result. LAA will initiate contacts and facilitate initial meeting. Contacts will have been made by year-end, 1990.
3. Press release/ideas for library awareness development/ cooperation in smaller communities in the manner of the Brooks experience. Karen Armbruster will write the release and Pat McNamee will distribute the release to various newsletters.
4. ALC workshops to be suggested to Planning Committee via Sue Dutton, e.g., Friends of the Library development; planning and decision-making process for the BC Electronic Library (example of library cooperation).

The New Agenda

Issue 8

Effective Stewardship

Issue: The social reality is one of continuing and accelerating change within a different societal context. The issue is how can those who govern libraries (trustees) and manage their operations (librarians) acquire the knowledge and skills to function in this context and effectively carry out their responsibilities?

What Must Be Done?

- Re-establishment of goals of board and staff.
- Formal orientation to clearly define roles of participants.
- Better communication of existing programs.
- Regular review/discussion of current trends/ changes and goals.
- Commitment to personal education.
- Use of new technology.
- Pursuit of other methods of delivering programs and information.
- Consideration of a higher priority for the Rural Library Training Program to ensure continuation of the program.

Recommendations:

1. Improve and standardize communication vehicles with emphasis on increased awareness of new or existing educational programs.
2. Investigate and evaluate current education programs (e.g., R.L.T.) and make recommendations.
3. Investigate new methods of delivery of educational programs.
4. Provincial government grants should be dependent on completion of Board Development Workshop every 3 years.
5. Librarians should be certified annually with subsequent workshops provided for other library staff.
6. All rural libraries will join or belong to a Regional System based on a re-establishment of Provincial Establishment Grants.

The New Agenda

Issue 9

The Prophecy Comes to Pass

Issue: If public libraries no longer existed, how would you provide their services to Albertans?

Note: The group discussion began by firstly identifying more than 60 services provided by public libraries, and secondly, naming agencies other than public libraries that could provide/fulfil those individual services. The question which arose from this process was: How does the individual *connect* with the right source? Could the role of the library be reduced to that of a referral agency?

Public Library Service	Other Agencies Providing Services
Reference Service Consumer information On-line reference Community information Microfilm service Archives Research instruction AV	Consultants Fee for service Schools Freelance agents Special libraries Government agencies Online databases Cable televisions Phone company Bulletin boards Radio/newspaper/T.V. Clubs/associations Colleges/universities Private corporations
Children's Services Toy lending Babysitting Storytime Reading programs	Hospitals Nursery schools Day care centres Parents Schools Community cooperatives Parks & recreation departments Private business Private individuals Churches Art & drama groups Bookstores Toy stores Fire/police departments Volunteer agencies
Recreational Reading	Bookstores Private collections Book rental plans Book exchanges Recreational centres Seniors' centres Civic centres Schools

Public Library Service	Other Agencies Providing Services
Recreational Reading (cont'd)	Staff rooms Airports Video stores Music stores Newspaper vendors Televisions
Specialized Reading Specific titles Curriculum support Archives Magazines Manuscripts Directives ILL Legal resources Talking books Multilingual materials Consumer advice Business information Music / AV	Private collections Private business Special libraries Government agencies Public archives Social Agencies Settlement services Bookstores Schools Colleges/universities Cultural associations Book rental plans
Outreach Programs Seniors' programs Shut-in service Lifelong learning Disabled services Lectures / public reading Curriculum support Bookmobile	Social agencies Service clubs Churches Schools/colleges/universities Representative bodies Handi-van Meals-on-wheels Special interest groups
Technical Services Cataloguing Bibliographic instruction Union catalogue ILL Preservation Book binding	Business Private agencies Museums Galleries Publishers Bookstores Other libraries
Physical Plant Washrooms Telephones Meeting rooms Typewriters Photocopiers Places to sit Reading room Gallery Public study areas	Public buildings Private agencies Shopping malls Schools/colleges/universities Civic centres Galleries Hostels Churches Theatres Public marketplace

Who Will Provide the Connection Between the User and the Service Provider?

Four scenarios were envisioned with the connection being provided in turn by government, private non-profit organizations, private industry or business and nobody at all.

	Who Pays	Results	Follow-up
Government	Taxpayers	Inefficient Universal Expensive bureaucracy Increased pressure groups, propaganda Inconsistent funding	Town hall meetings Sources
Private non-profit organizations	Users Grants Contracts Public subscription Donations	Non-universal Self-selected Efficiency? Contracts between groups	Form a society register
Private industry /business	User Subscriptions Buy direct	Non-universal Competitive Efficient Cost-effective Urban-based Service loss	Form a corporation
Nobody	No costs	Chaos Disconnection Service duplication Lack of direction No central referral	Nothing